# **Title of Instructional Materials**: Holt-McDougal Course 2

**Grade Level**: Grade 7

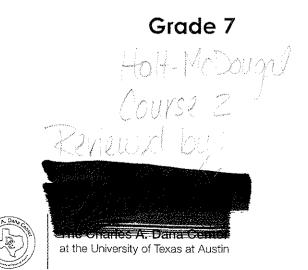
# Summary of Holt-McDougal Course 2

Overall Rating:	<ul><li> Weak (1-2)</li><li> Moderate (2-3)</li><li> Strong (3-4)</li></ul>	Important Mathematical Ideas:	☐ Weak (1-2) ☑ Moderate (2-3) ☐ Strong (3-4)
Summary / Justification / Evident The 7 <sup>th</sup> grade edition of Holt is a very evaluated with the Common Core is them are present, it does not engage processing or higher order thinking but the real-world examples are not enough investigations or activities understanding. It is a little weak in very parent-friendly, and the website	ery traditional textbook. When tandards, while the majority of se students with in-depth g skills. It gives a lot of practice, t very applicable. There aren't to deepen students'  Statistics and Probability. It is	Summary / Justification / Eviden	nce:
Skills and Procedures:	<ul><li> Weak (1-2)</li><li> Moderate (2-3)</li><li> Strong (3-4)</li></ul>	Mathematical Relationships:	☐ Weak (1-2) ☑ Moderate (2-3) ☐ Strong (3-4)
Summary / Justification / Eviden	ice:	Summary / Justification / Eviden	nce:

# Instructional Materials Analysis and Selection

**Phase 3:** Assessing Content Alignment to the Common Core State Standards for Mathematics

Overall: This is a very traditional record services is a very feel record skills. Some of the activities are nood, but there are it exceeds of home. There's a CC supplement of additional activities.



# Instructional Materials Analysis and Selection

Phase 3:

Assessing Content Alignment to the Common Core State Standards for Mathematics

A project of

The Indiana Education Roundtable, The Indiana Department of Education,

The Charles A. Dana Center at The University of Texas at Austin

2010-2011

Reviewed By:	
Title of Instructional Materials:	

# Documenting Alignment to the Standards for Mathematical Practice

8. Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1,2) with slope 3, middle school students might abstract the equation (y-2)/(x-1) = 3. Noticing the regularity in the way terms cancel when expanding (x-1)(x+1),  $(x-1)(x^2+x+1)$ , and  $(x-1)(x^3+x^2+x+1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Overall Rating

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence



Reviewed By:	
Title of Instructional Materials:	

Analyze proportional relationships and use them to solve real-world and mathematical problems.	Summary and documentati met. Cite examples from the	on of how t e materials	he domain, clus	ster, and stan	idard are
7.RP.1  Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction 1/2/2 miles per hour exists a text to person.	Important Mathematical Ideas	1	2	3	<del></del> →
as the complex fraction <sup>1/2</sup> / <sub>1/4</sub> miles per hour, equivalently 2 miles per hour.	Skills and Procedures	1	2	3	<del></del>
	Mathematical Relationships	1	2	3	<del></del>
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Hesson 4-2	Portions of the domain, cludeveloped in the instruction	ster, and st nal material	andard that are s (if any):	missing or n	ot well
	Overall Rating	<b>∢ {</b> 1	2	3	1 4

Reviewed By:	
Title of Instructional Materials:	

Analyze proportional relationships and use them to solve real-world and Summary and documentation of how the domain, cluster, and standard are mathematical problems. met. Cite examples from the materials. 7.RP.2a Important Mathematical Ideas 2. Recognize and represent proportional relationships between quantities. a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the Skills and Procedures origin. Mathematical Relationships Summary / Justification / Evidence Good CC astivity in booklet Indicate the chapter(s), section(s), and/or page(s) reviewed. Lesson 4-3 Lesson 5-8 Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating

Reviewed By:	
Title of Instructional Materials:	

Analyze proportional relationships and use them to solve real-world and mathematical problems.	Summary and documentation met. Cite examples from the			ster, and stand	dard are
<ul> <li>7.RP.2b</li> <li>2. Recognize and represent proportional relationships between quantities.</li> <li>b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional</li> </ul>	Important Mathematical Ideas	1	2	3	<del></del>
relationships.	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	<del>}</del> 4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Hesson 4-2 Hossor 5-6 + 5-8	Portions of the domain, cluded developed in the instruction	nal material	s (if any):	-	
	Overall Rating	1	2	1	— <del> </del> → 4

Reviewed By:	
Title of Instructional Materials:	

Analyze proportional relationships and use them to solve real-world and mathematical problems.	Summary and documentation met. Cite examples from the		e domain, clus	ster, and stand	dard are
7.RP.2c  2. Recognize and represent proportional relationships between quantities.	Important Mathematical Ideas	<del>                                     </del>	2	3	<del></del>
c. Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as t = pn.	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
ndicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E	vidence C+ions	butu Kills	120 K.	
Aessoris 4-4, 4-8, 4-9, 5-8	Portions of the domain, clu developed in the instruction	•		missing or no	ot well
0073	Overall Rating	<b>←</b>   1	2	<del> </del> 3	1

17

Reviewed By:	
Title of Instructional Materials:	

Analyze proportional relationships and use them to solve real-world and mathematical problems.	Summary and documentation met. Cite examples from the	on of how materials	the domain, clus	ster, and stand	dard are
<ul> <li>7.RP.2d</li> <li>2. Recognize and represent proportional relationships between quantities.</li> <li>d. Explain what a point (x, y) on the graph of a proportional relationship</li> </ul>	Important Mathematical Ideas	1	2		<del></del>
means in terms of the situation, with special attention to the points (0, 0) and (1, <i>r</i> ) where <i>r</i> is the unit rate.	Skills and Procedures	1	2	3	<del></del>
	Mathematical Relationships	1	2	3	<del></del>
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Ev		w inpu	escritar	licz.
desson 5-la	Portions of the domain, clustered developed in the instruction	nal materia	als (if any):		
	Overall Rating	*	1 X (C) * (C) *	- (1 × A)	——————————————————————————————————————

Reviewed By:	
Title of Instructional Materials:	

Analyze proportional relationships and use them to solve real-world and mathematical problems.	Summary and documentation met. Cite examples from the			ster, and stan	dard are
7.RP.3			_	_	
Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	1	2	<del></del>	4
	Mathematical Relationships	1	2	3	—— <del>  →</del> 4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Example 1005 POVE 0	vidence lot d ld exc	interest amples	102	
Tessons 6-5, 6-6, 6-7	Portions of the domain, clu developed in the instruction			missing or n	ot well
HESSA 4776, 673, 6-70					
Act. States	Overall Rating	<del>                                      </del>	2	3	

T	itle of Instructional Materials	). 		<u></u>
MATHEMATICS: GRADE 7 – THE NUMBER SYSTEM – 7.NS				
Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	Summary and documentation met. Cite examples from the		nain, cluster, ar	nd standard are
<ul><li>7.NS.1a</li><li>1. Apply and extend previous understandings of addition and subtraction to</li></ul>	Important Mathematical Ideas	4		<del>                                     </del>
add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.		1	2	3 4
<ul> <li>a. Describe situations in which opposite quantities combine to make</li> <li>0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.</li> </ul>	Skills and Procedures	<del></del>		<del>                                     </del>
constituents are oppositely charged.  Not collected to the solution of the sol		1	2	3 4
wouldn't have a finis	Mathematical Relationships	1	2	<del>1                                    </del>
understanding of this concept	Summary / Justification / Ev	the only	part of	book
Indicate the chapter(s), section(s), and/or page(s) reviewed.	to address	this d	properti	N)
sso <sup>ns</sup> Aessons 3-2, 3-7, 3-8	Portions of the domain, clus developed in the instruction	nal materials (if an	ıy):	
Dec. Fract. Mixed	I Porch so		*.	· · · · · · · · · · · · · · · · · · ·
2-3+3-7 Hands-On Habs	with other lesse		it assu	MOO.
W/Fraction Bars	Overall Rating	1 2	3	<del></del>
+ Colon (MPS	K CC-I add	MESAS		AHO
The Charles A. Dana Center		4002	The factorisms.	20

Reviewed By:

Reviewed By:	
Title of Instructional Materials:	

Summary and documentation of how the domain, cluster, and standard are Apply and extend previous understandings of operations with fractions met. Cite examples from the materials. to add, subtract, multiply, and divide rational numbers. 7.NS.1b Important Mathematical Ideas 1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. b. Understand p + q as the number located a distance |q| from p, in the Skills and Procedures positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are 2. additive inverses). Interpret sums of rational numbers by describing real-world contexts. Mathematical Relationships Summary / Justification / Evidence soon examples & problems w/ Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well Clessons 2-2, 2-3, 3-2, 3-7, developed in the instructional materials (if any): re inversos are rarela. 2-3+3-7 Hoios Overall Rating

\* CC-1 addresses correct in toolkit

	R	eviewed By:				
MA	Ti THEMATICS: GRADE 7 – THE NUMBER SYSTEM – 7.NS	itle of Instructional Materials	:			
	ply and extend previous understandings of operations with fractions add, subtract, multiply, and divide rational numbers.	Summary and documentation met. Cite examples from the			ter, and stan	dard are
-	Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.	Important Mathematical Ideas	1	2	3	4

Skills and Procedures

Summary / Justification / Evidence

c. Understand subtraction of rational numbers as adding the additive inverse, p-q=p+(-q). Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.

1 2 3 4

Mathematical Relationships

Hessons 2-3, 3-2, 3-7, 3-8

Indicate the chapter(s), section(s), and/or page(s) reviewed.

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Very important sentence at both

Overall Rating

1 2 3 4

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Reviewed By:	
Title of Instructional Materials:	

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	Summary and documentation met. Cite examples from the	on of how the domain, cluster, and standard are e materials.
<ul><li>7.NS.1d</li><li>1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</li></ul>	Important Mathematical Ideas	1 2 3 4
<ul> <li>d. Apply properties of operations as strategies to add and subtract rational numbers.</li> </ul>	Skills and Procedures	1 2 3 4
	Mathematical Relationships	1 2 3 4
	Summary / Justification / E	vidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.		
Clessons 1-5 Ch.2 +3	developed in the instruction  This concept  This concept	tive votional # 's more
		$\begin{array}{c ccccccccccccccccccccccccccccccccccc$

Reviewed By:	
Title of Instructional Materials:	

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	Summary and documentation met. Cite examples from the			ster, and stand	ard are
<ul><li>7.NS.2a</li><li>2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</li></ul>	Important Mathematical Ideas	1	2	3	4
a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (-1)(-1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real- world contexts.	Skills and Procedures	1	2	3	<del></del>
	Mathematical Relationships	1	2	3	<del></del> > 4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Ex Plenty of pin		JYMM LHS	t. rulo	\$
Alessons 2-4, 3-3, 3-9	Portions of the domain, clus developed in the instruction  Very Jittle  Occurrence  Overall Rating	nal materia	ıls (if any):	,	

Reviewed By:	
Title of Instructional Materials:	

Apply and extend previous understandings of operations with fractions Summary and documentation of how the domain, cluster, and standard are to add, subtract, multiply, and divide rational numbers. met. Cite examples from the materials. 7.NS.2b Important Mathematical Ideas 2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) Skills and Procedures is a rational number. If p and q are integers, then -(p/q) = (-p)/q = p/(-q). Interpret quotients of rational numbers by describing real-world contexts. Mathematical Relationships Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well 7055015 2-4 developed in the instructional materials (if any): Overall Rating

Reviewed By:	
Title of Instructional Materials:	

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.		Summary and documentat met. Cite examples from the		ne domain, clu	ster, and stand	ard are
7.NS.2c	revious understandings of multiplication and division	Important Mathematical Ideas	<del></del>			<del> </del>
and of fractions to multiply and divide rational numbers.		1	2	3	4	
	<ul> <li>Apply properties of operations as strategies to multiply and divide rational numbers.</li> </ul>	Skills and Procedures	<del>&lt;   </del>			<b></b>
		no management of the second of	l	2	3	4
		Mathematical Relationships	<del>&lt;  </del>	ļ	· <b>.</b>	
		Francisco Constituto de Consti	1	2	3	4
		Summary / Justification / E	Evidence			
Indicate the chapter(s	), section(s), and/or page(s) reviewed.					
Hesso	ns 2-4, 3-4, +3-10	Portions of the domain, cludeveloped in the instruction			e missing or no	t well
P	1,95 ± 48-55 0,102 ± 34-37					
Size 2	0.162 # 34-37	Overall Rating	1	2	1 3	<del> -&gt;</del> 4
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Reviewed By:	 
Title of Instructional Materials:	

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	Summary and documentation met. Cite examples from the			ster, and stand	dard are
<ul><li>7.NS.2d</li><li>2. Apply and extend previous understandings of multiplication and division</li></ul>	Important Mathematical Ideas	<del>(                                     </del>			<b>→</b>
and of fractions to multiply and divide rational numbers.		1	2	3	4
<ul> <li>d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.</li> </ul>		4.1		ŧ	<u> </u>
oromaan, ropoato.		1	2	3	4
	Mathematical Relationships	<del>4                                     </del>	2	3	<del></del>
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Hessor 2-10	Portions of the domain, cluded developed in the instruction			e missing or no	ot well
	The state of the s				
	Overall Rating	<del>∢   </del>	2	1	<del></del>

Reviewed By:	
Title of Instructional Materials:	

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	Summary and documentation met. Cite examples from the			ister, and stand	ard are
<b>7.NS.3</b> Solve real-world and mathematical problems involving the four operations with rational numbers. <sup>1</sup>	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	<del>∢  </del> · · · · · · · · · · · · · · · · · ·	1 2	3	<del></del>
	Mathematical Relationships	1	2	3	<del></del>
Computations with rational numbers extend the rules for manipulating fractions to complex fractions.  Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Ev	vidence			
Ch. 2 + Ch. 3 Lessons nentioned	Portions of the domain, clusted developed in the instruction	nal materia	ls (if any): $\frac{1}{t}$	e missing or no	t well
Praviously	Overall Rating	1	2	3	— <del>  →</del> /

Grancable 10
Students

Reviewed By:	
Title of Instructional Materials:	

Use properties of operations to generate equivalent expressions.	Summary and documentation met. Cite examples from the			ter, and stand	ard are
7.EE.1	Important Mathematical Ideas	4.1		L	
Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	Important Matternation (accept	1	2	3	4
	Skills and Procedures	<del>                                      </del>			<del></del>
		1	2	3	4
	Mathematical Relationships	<del>                                      </del>	2	3	
		,	A2	J	-
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Jessons i-8, 12-1, 12-2, 12-3	Portions of the domain, clu developed in the instructio	ster, and nal mater	standard that are als (if any):	missing or n	ot well
	developed in the instructio	10 V	400-00	ok of	
20 Liticis	1460				
· · · · · · · · · · · · · · · · · · ·	Overall Rating	1	$\frac{1}{2}$	3	<del> →</del> 4

Reviewed By:	
Title of Instructional Materials:	

Use properties of operations to generate equivalent expressions.	Summary and documentation met. Cite examples from the	on of ho	w the domain, clus	ster, and stan	dard are
7.EE.2  Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, a + 0.05a = 1.05a means that "increase by 5%" is the same as "multiply by 1.05."	Important Mathematical Ideas	1	2	3	<del>                                     </del>
	Skills and Procedures	1	2	3	<del></del> }
	Mathematical Relationships	<b>←  </b> 1	2	3	—— <b> -&gt;</b>
	Summary / Justification / Ev	/idence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					and the second s
Lessons 1-7, 6-4, 6-5, 6-4	Portions of the domain, clus developed in the instruction	nal mater	rials (if any):	1 11/51	ot well
	Overall Rating	1 (d) (d)	CYACUYYIA	4 Hrang	₩ 1000000000000000000000000000000000000

Reviewed By:	
Title of Instructional Materials:	

Summary and documentation of how the domain, cluster, and standard are Solve real-life and mathematical problems using numerical and met. Cite examples from the materials. algebraic expressions and equations. 7.EE.3 Important Mathematical Ideas Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and Skills and Procedures estimation strategies. For example: If a woman making \$25 an hour gets a 2 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on Mathematical Relationships the exact computation. Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well Lessons in Ch. 2 + Ch. 3 developed in the instructional materials (if any): Overall Rating

Reviewed By:	
Title of Instructional Materials:	

Solve real-life and mathematical problems using numerical and algebraic expressions and equations.	Summary and documentati met. Cite examples from the	on of how the materials.	ne domain, clu	ster, and stane	dard are
7.EE.4a					
4. Use variables to represent quantities in a real-world or mathematical	Important Mathematical Ideas	<del>                                      </del>			<del></del>
problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.		1	2	3	4
a. Solve word problems leading to equations of the form $px + q = r$ and	Chille and December 2				
p(x + q) = r, where $p$ , $q$ , and $r$ are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to	Skills and Procedures	4			<del></del>
an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is		1	2	3	4
54 cm. Its length is 6 cm. What is its width?	Mathematical Relationships	<i>4</i> 1	f	3	
	,	1	2	3	4
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Lessons 12-1, 12-2, 12-3	Portions of the domain, clus developed in the instruction	ster, and sta nal materials	ndard that are (if any):	missing or no	t well
	Overall Rating	<del></del>			<del></del>
		1	2	( 3	4

The Charles A. Dana Center

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Reviewed By:	
Title of Instructional Materials:	

Solve real-life and mathematical problems using numerical and Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials. algebraic expressions and equations. 7.EE.4b Important Mathematical Ideas 4. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. b. Solve word problems leading to inequalities of the form px + q > ror px + q < r, where p, q, and r are specific rational numbers. Graph Skills and Procedures the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and Mathematical Relationships describe the solutions Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well 19/19901 12-7 developed in the instructional materials (if any): Overall Rating

Reviewed By:	
Title of Instructional Materials:	

Draw, construct, and describe geometrical figures and describe the relationships between them.	Summary and documentation met. Cite examples from the	on of how t e materials.	he domain, clu	ster, and stand	dard are
7.G.1					
Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.	Important Mathematical Ideas	1	2	3	<b>→</b> 4
	Skills and Procedures	1	2	3	<b>→</b> 4
	Mathematical Relationships	1	2	3	<del></del>
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Ex				
Lessonis 4-9, 4-10	Portions of the domain, clust developed in the instruction	ster, and stand stand	andard that are s (if any):	missing or no	ot well
and the second of the second o	Overall Rating	1	2	3	4

Reviewed By:	
Title of Instructional Materials:	

Draw, construct, and describe geometrical figures and describe the relationships between them.	Summary and documentati met. Cite examples from the			ster, and stand	dard are
7.G.2	Important Mathematical Ideas	<b>4</b>			
Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.		1	2	3	4
	Skills and Procedures	<del>                                     </del>			<b></b>
		1	2	3	4
	Mathematical Relationships	4			<del></del>
		1	2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clu developed in the instruction			missing or no	ot well
	Cidn + Air	dan	19 <b>)</b>		
	Overall Rating				
	Joseph Manny	1	2	3	<del></del>

Reviewed By:	
Title of Instructional Materials:	

Draw, construct, and describe geometrical figures and describe the relationships between them.	Summary and documentation met. Cite examples from the			luster, and stand	iard are
7.G.3					
Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	<del>(  </del>	-		<del></del>
		1	2	3	4
	Mathematical Relationships	<del>-  </del>		····	<b></b>
	-	1	2	3	4
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Lesson 10-1 Extension	Portions of the domain, cludeveloped in the instruction	ster, and st nal material	andard that a s (if any):	re missing or no	ot well
0.592-595				, and a second	
f	Overall Rating	<del>4   </del>	2	3	<del></del>

Reviewed By:	
Title of Instructional Materials:	

Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.	Summary and documentation met. Cite examples from the			ster, and stand	dard are
7.G.4					
Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.	Important Mathematical Ideas	1	2	3	<del></del>
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	<del> →</del>
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Hesson 9-2,9-5	Portions of the domain, clusted developed in the instruction	nal material	andard that are	- /	ot well
	Overall Rating	1	2	1 3	<del></del>

Reviewed By:	
Title of Instructional Materials:	

Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.	re, Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.					
7.G.5						
Has fasts about avanlementary complementary visited and adjustic	Important Mathematical Ideas	4	<u> </u>		<del> -&gt;</del>	
Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.		1	2	3	4	
	Skills and Procedures	<del>                                     </del>				
		1	2	3	4	
	Mathematical Relationships	<i>a</i> _1	į	I	1.8	
		1	2	3	4	
	Summary / Justification / Ev	vidence				
Indicate the chapter(s), section(s), and/or page(s) reviewed.						
8 2 Handson : Jab	Portions of the domain, clus developed in the instruction	al material	s (if anv):	•		
0-5 1 100 100 C	The Man	Fifica	Him d	andes	* ·	
8-2 Hands-on Jab Lesson 8-2 + 8-3	Tolking		tion of	s at Pro	ben	
	Overall Rating	<del></del>	<u> </u>		<del>-  </del>	
		1	$ \begin{pmatrix} 2 \end{pmatrix}$	3	4	

Reviewed By:	
Title of Instructional Materials:	

Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.	Summary and documentation met. Cite examples from the			ster, and stan	dard are
7.G.6					
Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	<del>(                                     </del>	2	3	4
	Summary / Justification / Ev	/idence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Hessons in May to	Portions of the domain, clus developed in the instruction	nal mater	standard that are ials (if any):		ot well
	Overall Rating	1	2	1 3	4

Reviewed By:	
Title of Instructional Materials:	

Use random sampling to draw inferences about a population.	Summary and documentati met. Cite examples from the	on of how the materials.	ne domain, clus	ster, and stan	dard are
7.SP.1  Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative	Important Mathematical Ideas	<b>4</b>	2	3	<del></del>
of that population. Understand that random sampling tends to produce representative samples and support valid inferences.	Skills and Procedures	<b>♦  </b>	2	3	<del></del>
	Mathematical Relationships	1	2	3	<del>}</del> 4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Lesson 7-8	Portions of the domain, cludeveloped in the instruction	ster, and sta	andard that are s (if any):	missing or no	ot well
	Overall Rating	<del></del>	2	3	4

Reviewed By:	
Title of Instructional Materials:	

Use random sampling to draw inferences about a population.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				
7.SP.2  Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates	Important Mathematical Ideas	<del>   </del>	2	3	4
or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Asson 7-8	Portions of the domain, clu developed in the instruction	ster, and st nal material	andard that are	missing or no	ot well
	Overall Rating		2	3	<b>  →</b> 4

Reviewed By:	
Title of Instructional Materials:	

Draw informal comparative inferences about two populations.	Summary and documentati met. Cite examples from th			ster, and stan	dard are
7.SP.3  Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For	Important Mathematical Ideas	1	2	3	4
example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.	Skills and Procedures	<del>4  </del> 1	2	3	<del> </del>
	Mathematical Relationships	<del>4  </del> 1	2	3	<del>}</del> 4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Alssons 7-3,7-4,7-5	Portions of the domain, cludeveloped in the instruction	nal mate	erials (if any):	missing or n	ot well
	Overall Rating	1		3	<del> -&gt;</del> 4

Reviewed By:	
Title of Instructional Materials:	

Draw informal comparative inferences about two populations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				
7.SP.4					
Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter	Important Mathematical Ideas	1	2	3	4
of a fourth-grade science book.	Skills and Procedures	<del>(  </del>			<del></del>
		1	2	3	4
	Mathematical Relationships	<del></del>			<b></b>
	The second secon	1	2	3	4
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
1925000s 7-347-5	Portions of the domain, clus developed in the instruction	ster, and nal mater	standard that are rials (if any):	missing or n	ot well
	Overall Rating	1		3	4

Reviewed By:	
Title of Instructional Materials:	
THE OF HISHUCHORAL MATERIALS.	

Investigate chance processes and develop, use, and evaluate probability models.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				
7.SP.5	Important Mathematical Ideas	4			
Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely,		1	2	3	4
and a probability near 1 indicates a likely event.	Skills and Procedures	<del>                                      </del>			—— <del> </del> >
		1	2	3	4
	Mathematical Relationships	4-1			
		1	2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Lesson II-l	Portions of the domain, cluded developed in the instruction			missing or no	ot well
	Overall Rating				
	Overall Nating	<del>∢  </del> 1	2	3	4

Reviewed By:	
Title of Instructional Materials:	

Investigate chance processes and develop, use, and evaluate probability models.	Summary and documentation met. Cite examples from the	on of how to materials.	he domain, clus	ster, and stand	lard are
7.SP.6					
Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the	Important Mathematical Ideas	1	2	3	4
probability. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.	Skills and Procedures	<del></del>			<del></del>
		1	2	3	4
	Mathematical Relationships	<del></del>			<del></del>
		I	2	3	4
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
H25011-2	Portions of the domain, clus developed in the instruction	ster, and stand materials	andard that are s (if any):	missing or no	t well
	Overall Rating	<del>                                      </del>	2		<del></del>

Reviewed By:	 _
Title of Instructional Materials:	

Investigate chance processes and develop, use, and evaluate probability models.	Summary and documentation of how the domain, cluster, and met. Cite examples from the materials.				
7.SP.7a					
<ol> <li>Develop a probability model and use it to find probabilities of events.</li> <li>Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.</li> </ol>	Important Mathematical Ideas	1	2	3	<del></del>
a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.	Skills and Procedures	1	2	3	<del>}</del> 4
	Mathematical Relationships	1	2	3	<del></del>
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Ausson 1-6 & Ab	Portions of the domain, cluded developed in the instruction			missing or no	ot well
				6	
	Overall Rating	1	2	3	<del>}&gt;</del>

Reviewed By:	
Title of Instructional Materials:	

Investigate chance processes and develop, use, and evaluate probability models.	Summary and documentation met. Cite examples from the			ster, and stan	dard are
7.SP.7b					
<ol> <li>Develop a probability model and use it to find probabilities of events.</li> <li>Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.</li> </ol>	Important Mathematical Ideas	1	2	3	4
b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?	Skills and Procedures	1	2	3	4
based on the observed frequencies?	Mathematical Relationships	4-1			
		1	2	3	4
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clus developed in the instruction	ster, and sta	andard that are s (if any):	missing or no	ot well
		marma and an			
	Overall Rating	1	2	<del></del>	4

Reviewed By:	
Title of Instructional Materials:	

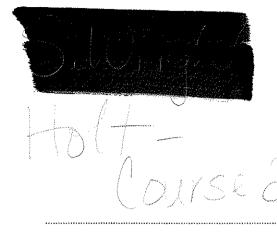
Investigate chance processes and develop, use, and evaluate probability models.	Summary and documentation met. Cite examples from the		ne domain, clus	ster, and stand	lard are
7.SP.8a					
8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.	Important Mathematical Ideas	1	2	3	4
<ul> <li>Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.</li> </ul>	Skills and Procedures	<del>4  </del>	<del>                                      </del>	<del></del>	<b></b>
		1	2	3	4
	Mathematical Relationships	<del>4  </del>			<del></del>
		1	2	3	4
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Alsson 11-10	Portions of the domain, clus developed in the instruction			missing or no	t well
	Overall Rating	1	2	1 3	<del> -&gt;</del> 4

Reviewed By:	
Title of Instructional Materials:	

Investigate chance processes and develop, use, and evaluate probability models.	Summary and documentation of how the domain, cluster, and standa met. Cite examples from the materials.					
7.SP.8b						
8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.	Important Mathematical Ideas	1	2	3	4	
b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.	Skills and Procedures	1	2	3	4	
	Mathematical Relationships	1	2	3	4	
	Summary / Justification / Ev	vidence				
Indicate the chapter(s), section(s), and/or page(s) reviewed.						
dessens 11-3, 11-6,	Portions of the domain, cludeveloped in the instruction			missing or n	ot well	
11-7, 11-8						
	Overall Rating	1	2	3	4	

Reviewed By:	
Title of Instructional Materials:	

Investigate chance processes and develop, use, and evaluate probability models.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.					
7.SP.8c						
8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.	Important Mathematical Ideas	1	2	3	4	
c. Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type	Skills and Procedures	4			—— <del> </del> >	
A blood, what is the probability that it will take at least 4 donors to find one with type A blood?		1	2	3	4	
	Mathematical Relationships	<del>{                                     </del>		<u> </u>	<del> -&gt;</del>	
		3	4			
	Summary / Justification / Evidence  Good activities w/ fechnology					
Indicate the chapter(s), section(s), and/or page(s) reviewed.						
disson 11-4 Onle	Portions of the domain, clus developed in the instruction			missing or no	t well	
	Overall Rating	1	2	3	4	



# Instructional Materials Analysis and Selection

**Phase 3:** Assessing Content Alignment to the Common Core State Standards for Mathematics

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Grade 7

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a project of

The Charles A. Dana Center at the University of Texas at Austin

### Instructional Materials Analysis and Selection

Phase 3:

Assessing Content Alignment to the Common Core State Standards for Mathematics

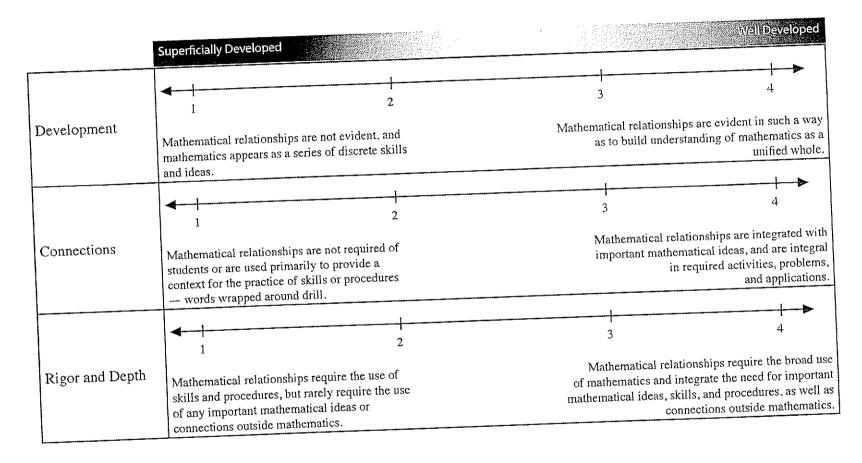
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The Indiana Educand
The Charles A

ana Department of Education,

The Charles A. Dana center at the University of Texas at Austin

2010-2011

#### Mathematical Relationships: Understanding the scoring



Reviewed By:	
Title of Instructional Materials:	

1. Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Reviewed By:	
Title of Instructional Materials:	

#### 2. Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence



Reviewed By:	
Title of Instructional Materials:	

3. Construct viable arguments and critique the reasoning of others.

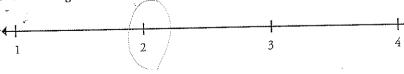
Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

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Reviewed By:	
Title of Instructional Materials:	

#### 4. Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

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Overall Rating



The Charles A. Dana Center

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Reviewed By:	
Title of Instructional Materials:	

5. Use appropriate tools strategically.

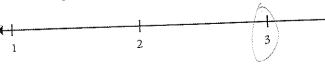
Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, and compare predictions with data. Mathematically proficient students at various grade levels are able to use technological tools to explore and deepen their such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

cation/Evidence



Reviewed By:	
Title of Instructional Materia	ls:

6. A	ttend	to	precision.
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Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence



Reviewed By:	
Title of Instructional Materials:	

#### 7. Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students  $7 \times 8$  equals the well remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see 5 –  $3(x - y)^2$  as 5 minus a positive number times a square expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

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Reviewed By:	
Title of Instructional Materials:	

8. Look for and express regularity in repeated reasoning.

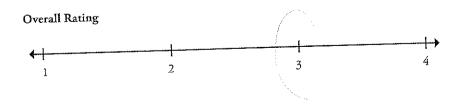
Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation (y-2)/(x-1)=3. Noticing the regularity in the way terms cancel when expanding (x-1)(x+1),  $(x-1)(x^2+x+1)$ , and  $(x-1)(x^3+x^2+x+1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

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Reviewed By:	
Title of Instructional Materials:	

Analyze proportional relationships and use them to solve real-world and mathematical problems.

#### 7.RP.1

4-2, Lab 5-5, 5-6

Indicate the chapter(s), section(s), and/or page(s) reviewed.

Section 1-2

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas

1 2 3 4

Skills and Procedures

1 2 3

Mathematical Relationships

1 2

Summary / Justification / Evidence

Does not incorporate

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

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Reviewed By:	
Title of Instructional Materials:	

Analyze proportional relationships and use them to solve real-world and mathematical problems.

Summary and documentation of how the domain, cluster, and standard are

#### 7.RP.2a

- 2. Recognize and represent proportional relationships between quantities.
  - a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.

4-3, 5-6 lab, 5-8

met. Cite examples from the materials.

Skills and Procedures

3

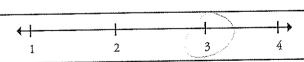
Mathematical Relationships

Important Mathematical Ideas

Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Overall Rating



Indicate the chapter(s), section(s), and/or page(s) reviewed.

Reviewed By:	
Title of Instructional Materials:	

Analyze proportional relationships and use them to solve real-world and Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials. mathematical problems. 7.RP.2b Important Mathematical Ideas 2. Recognize and represent proportional relationships between quantities. b. Identify-the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. Skills and Procedures 484350045-35-2 Mathematical Relationships Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Reviewed By:

Title of Instructional Materials:

### MATHEMATICS: GRADE 7 - RATIOS AND PROPORTIONAL RELATIONSHIPS - 7.RP

Summary and documentation of how the domain, cluster, and standard are Analyze proportional relationships and use them to solve real-world and met. Cite examples from the materials. mathematical problems. Important Mathematical Ideas 2. Recognize and represent proportional relationships between quantities. 7.RP.2c Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the Skills and Procedures number of items can be expressed as t = pn. Mathematical Relationships represent proportional Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well 4-4,4-8,5-6 Lab,5-8 ~ developed in the instructional materials (if any): Overall Rating

Reviewed By:			 
Title of Instructional Materials	:		

Analyze proportional relationships and use them to solve real-world and Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials. mathematical problems. 7.RP.2d Important Mathematical Ideas 2. Recognize and represent proportional relationships between quantities. 1 d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, r) where r is the unit rate. Skills and Procedures Mathematical Relationships 3 Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. 5-6 Lab, 5-6 Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating

Reviewed By:	
Title of Instructional Materials:	

Summary and documentation of how the domain, cluster, and standard are Analyze proportional relationships and use them to solve real-world and met. Cite examples from the materials. mathematical problems. Important Mathematical Ideas 7.RP.3 Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error. Skills and Procedures Tax - Lesson 12-5 13 SAMONT LESSON Mathematical Relationships Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Gratuities, Commissions, 76 Error por found in chires a Somai mind and loved in Course 3 Overall Rating

Reviewed By:	
Title of Instructional Materials:	

Summary and documentation of how the domain, cluster, and standard are Apply and extend previous understandings of operations with fractions met. Cite examples from the materials. to add, subtract, multiply, and divide rational numbers. 7.NS.1a Important Mathematical Ideas 1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. a. Describe situations in which opposite quantities combine to make Skills and Procedures 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged. Mathematical Relationships Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating

Reviewed By:	
Title of Instructional Materials:	

Summary and documentation of how the domain, cluster, and standard are Apply and extend previous understandings of operations with fractions met. Cite examples from the materials. to add, subtract, multiply, and divide rational numbers. Important Mathematical Ideas 7.NS.1b 1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. b. Understand p + q as the number located a distance |q| from p, in the Skills and Procedures positive or negative direction depending on whether q is positive or 3 negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts. Mathematical Relationships Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well Q-Q-03A 54, 3-2.37 developed in the instructional materials (if any): Overall Rating

Reviewed By:	
Title of Instructional Materials:	

Summary and documentation of how the domain, cluster, and standard are Apply and extend previous understandings of operations with fractions met. Cite examples from the materials. to add, subtract, multiply, and divide rational numbers. Important Mathematical Ideas 7.NS.1c 1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. c. Understand subtraction of rational numbers as adding the additive Skills and Procedures inverse, p - q = p + (-q). Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts. Mathematical Relationships lesson a-3 Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well 2-3,3-2,3-7 developed in the instructional materials (if any): Overall Rating

Reviewed By:

Title of Instructional Materials:

### MATHEMATICS: GRADE 7 - THE NUMBER SYSTEM - 7.NS

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

#### 7.NS.1d

- Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.
  - d. Apply properties of operations as strategies to add and subtract rational numbers.

Indicate the chapter(s), section(s), and/or page(s) reviewed.

1-5, 6-3 H

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas

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Skills and Procedures

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3 4

Mathematical Relationships

Summary / Justification / Evidence

Less 2 5 754 149 147

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Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

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Reviewed By:

Title of Instructional Materials:

### MATHEMATICS: GRADE 7 - THE NUMBER SYSTEM - 7.NS

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

- 2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.
  - a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (-1)(-1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing realworld contexts.

Indicate the chapter(s), section(s), and/or page(s) reviewed.

2-4;3-3,3-9,6-3A

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials. Important Mathematical Ideas

Skills and Procedures

Mathematical Relationships

Summary / Justification / Evidence Trt. - p.92
Rules for Pos/ Neg to - (story problems)Real-World Contexts - (story problems)
Lesson 2-4,3-3,3-9

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Overall Rating

3

Reviewed By:	
Title of Instructional Materials:	

oply and extend previous understandings of operations with fractions	Summary and documentation	on of how the do	omain, cluste	er, and Standa	iu aie
add, subtract, multiply, and divide rational numbers.	met. Cite examples from the	- materiales	<del></del>		
NS.2b  Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.	Important Mathematical Ideas	1	2	3/	4
b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If $p$ and $q$ are integers, then $-(p/q) = (-p)/q = p/(-q)$ . Interpret quotients of rational numbers by describing real-world contexts.	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
ndicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Explosion = 500 P				
Indicate the chapter(s), section(s), unastripes(s)	Portions of the domain, cl developed in the instructi	uster, and stan onal materials (	dard that are if any):	missing or no	ot well
	Overall Rating				<del></del>

Reviewed By:	
Title of Instructional Materials:	

ATHEMATICS: GRADE 7 - THE NUMBER SYSTEM - 7.NS	Summary and documentation	on of how the	domain, clust	er, and standa	ard are
pply and extend previous understandings of operations with fractions	met. Cite examples from the	e materials.	geren.		
<ul> <li>and extend previous understanding of multiplication and division and of fractions to multiply and divide rational numbers.</li> <li>Apply properties of operations as strategies to multiply and divide rational numbers.</li> <li>Apply properties of operations as strategies to multiply and divide rational numbers.</li> </ul>	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships	1	1 2 2	3 3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Portions of the domain, of developed in the instruct	luster, and s	tandard that ar		not well
	Overall Rating	<del>( </del>	1 2	3	4

Reviewed By:	
Title of Instructional Materials:	

pply and extend previous understandings of operations with fractions	Summary and documentation met. Cite examples from the	materials.	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		
nply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.	Important Mathematical Ideas	1	2	3	4
<ul> <li>d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.</li> </ul>	Skills and Procedures	1	2	1 3	<del>  </del> 4
	Mathematical Relationships	1	2	3	4
	Summary / Justification / 1	Evidence	( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( )	en La	) 1,322.
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, c developed in the instruct	luster, and stan ional materials (	dard that are (if any):	missing or n	ot well
	Overall Rating	4.1			

Reviewed By:	
Title of Instructional Materials:	

	Summary and documentation	on of how the do	main, cius	itor, arra design	
pply and extend previous understandings of operations with fractions add, subtract, multiply, and divide rational numbers.	met. Cite examples from the	inaterials.			
o add, subtract, muluply, and divide	Important Mathematical Ideas	<del></del>			<del>-                                     </del>
.NS.3	Important	1	2	_3	4
<b>7.NS.3</b> Solve real-world and mathematical problems involving the four operations with rational numbers. <sup>1</sup>				e ganare.	Lx
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	<del>(                                     </del>	2	3	<del>-  - </del>
		1			
	Summary / Justification /	Evidence	6019	, Word )	
1 Computations with rational numbers extend the rules for manipulating fractions to complex fractions.		<i>34</i> 5		in grann	/T )>
Indicate the chapter(s), section(s), and/or page(s) reviewed.					t well
	developed in the instruct	nonai materiais			
la company de la company d	developed in the instruct	ionai materiais			
9-2,3-3, 2-1 was 2-4, 2-6, 2-6 cans 3-3, 3-3, 3-4, 3-3, 3-4, 3-10	developed in the instruct	ionai materiais			

Reviewed By:

Title of Instructional Materials:

MATHEMATICS: GRADE 7 - EXPRESSIONS AND EQUATIONS - 7.EE

Use properties of operations to generate equivalent expressions.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

7.EE.1

Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.

Skills and Procedures

Mathematical Relationships

Important Mathematical Ideas



Summary / Justification / Evidence

Expres Expres Tres - 1880

Indicate the chapter(s), section(s), and/or page(s) reviewed.

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Tythor Wron Bepricin



Reviewed By:	
Title of Instructional Materials:	

ATHEMATICS: GRADE 7 - EXPRESSIONS AND EQUATIONS - 7.EE	tatio	n of how the de	omain, clus	ter, and standar	44.0
	Summary and documentatio met. Cite examples from the	materials.			
se properties of operations to generate equivalent	Important Mathematical Ideas	<del></del>	<del></del>	3.	4
.EE.2  Inderstand that rewriting an expression in different forms in a problem  Inderstand that rewriting an expression in different forms in a problem  Inderstand that rewriting an expression in different forms in a problem  Independent of the same as a second of the s		1	2	3	4
	Mathematical Relationships	1	2	3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Portions of the domain, developed in the instruc	A STATE AND SE	andard that		not well
	Overall Rating	<b>←</b>   1	2	+	

Reviewed By:	
Title of Instructional Materials:	

ATHEMATICS: GRADE 7 – EXPRESSIONS AND EQUATIONS – 7.EE		n of how the do	main, cluster, ar	d standard	are
title and mathematical problems using numerical and	met. Cite examples from the	materials.			
gebraic expressions and equations.				+	+
	Important Mathematical Ideas	4	2	3	4
olve multi-step real-life and mathematical problems posed with possions, and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to alculate with numbers in any form; convert between forms as appropriate; alculate with numbers in any form; convert between forms as appropriate; and property the reasonableness of answers using mental computation and appropriate to the reasonableness of answers using mental computation and property and the reasonable property and the reasonable property are the reasonable property and the reasonable property and the reasonable property as a property and the reasonable property a	Skills and Procedures	<del>(   </del>	2	1 3	<del>  </del>
and assess the reasonableness of answers using mental competent and assess the reasonableness of answers using mental competent and assess the reasonableness of answers using mental competent and a sestimation strategies. For example: If a woman making \$25 an hour gets a estimation strategies. For example: If a woman making \$25 an hour gets a estimate on hour, or \$2.50, 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, 10% raise, she will have a salary an hour, or \$2.50, 10%	Mathematical Relationships	1	2	(1)	<del> -</del>
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Portions of the domain, of developed in the instruction	ductor and stan	dard that are mi		
1-5, 6-3A, 6-6 6-3, 4-7	developed in the	- and the second se			
	Overall Rating	4		1 -	

Reviewed By:	
Title of Instructional Materials	

MATHEMATICS: GRADE 7 - EXPRESSIONS AND EQUATIONS - 7.EE Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials. Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Important Mathematical Ideas 4. Use variables to represent quantities in a real-world or mathematical 7.EE.4a problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. a. Solve word problems leading to equations of the form px + q = r and Skills and Procedures p(x + q) = r, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is Mathematical Relationships 54 cm. Its length is 6 cm. What is its width? Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well 12-1, 12-2 12 3 12-3 A EXT developed in the instructional materials (if any): Overall Rating

Reviewed By:	
Title of Instructional Materials:	

# MATHEMATICS: GRADE 7 - EXPRESSIONS AND EQUATIONS - 7.EE

Olve real-life and mathematical problems using numerical and	Summary and documentation met. Cite examples from the	on of how the materials.	e domain, clus	ter, and Standa	
gebraic expressions and equations.		4.1		<u> </u>	+>
EE.4b  Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problem.	Important Mathematical Ideas	1	2	3	4
problems by reasoning about the quantities of the form $px + q > r$	Skills and Procedures	<del>4                                     </del>	2	$\frac{1}{3}$	<u></u>  →
or px + q < r, where p, q, and r are specific rational functions of the the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.  Indicate the chapter(s), section(s), and/or page(s) reviewed.	Mathematical Relationships	1	2	3	4
	Summary / Justification / Evidence  (1)  Portions of the domain, cluster, and standard that are missing or not well  (a)  (b)  (c)  (c)  (c)  (c)  (c)  (c)  (c				
	Portions of the domain, o	cluster, and s	standard that a als (if any):	re missing of t	Womes.
	Portions of the domain, of developed in the instruction was an example of the domain, or developed in the instruction was an example of the domain, or developed in the instruction was an example of the domain, or developed in the instruction was an example of the domain, or developed in the instruction was an example of the domain, or developed in the instruction was also as a second or developed in the instruction was also as a second or developed in the instruction was a second or developed in the instruction	Sildion ple (P	S D W (203)	s hat s	1205
	<u> </u>	,			
	Overall Rating	4.1		1	•

The Charles A. Dana Center

Title of Instructional Materials:

Summary / Justification / Evidence

MATHEMATICS: GRADE 7 - GEOMETRY - 7.G

Summary and documentation of how the domain, cluster, and standard are Draw, construct, and describe geometrical figures and describe the met. Cite examples from the materials. relationships between them. Important Mathematical Ideas 4-1 Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. Skills and Procedures Mathematical Relationships

Indicate the chapter(s), section(s), and/or page(s) reviewed.

4-3,4-10,2-10 200 4-102 100

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Overall Rating

Reviewed By: Title of Instructional Materials:

NATHEMATICS: GRADE 7 - GEOMETRY - 7.G	Summary and documentation	on of how the doma	in, cluster, and sta	ndard are
Draw, construct, and describe geometrical figures and describe the	Summary and documentation met. Cite examples from the	materials.		
7.G.2  7.G.2  7.G.2  7.G.2	Important Mathematical Ideas		3	4
Draw (freehand, with ruler and protractor, and with technology) good three shapes with given conditions. Focus on constructing triangles from three shapes with given conditions. Focus on constructing triangles from three shapes with given conditions. Focus on constructing triangles from three shapes with given conditions of the conditions determine a measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.	Skills and Procedures	1	1 3	4
	Mathematical Relationships	1	1 2 3	4
	Summary / Justification	/ Evidence	good sid	(68) (9
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, developed in the instruc	cluster, and standactional materials (if	ard that are missing any):	j or not well
Indicate the chapter(s), souther, 8-3 (8-3) (8-3				<del>\</del>
	Overall Rating	4	1 2	$\frac{1}{3}$ $\frac{1}{4}$

Reviewed I	3у:
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Title of Instructional Materials:
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ATHEMATICS: GRADE 7 – GEOMETRY – 7.G	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
raw, construct, and describe geometrical figures and describe the lationships between them.	
G 3	Important Mathematical Ideas 1 2 3 4
escribe the two-dimensional figures that result from sticing triee- escribe the two-dimensional figures that result from sticing triee- mensional figures, as in plane sections of right rectangular prisms and right ectangular pyramids.	Skills and Procedures  1 2 3 4
	Mathematical Relationships  1 2 3 4
	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
10-1-54	

Title of Instructional Materials:

MATHEMATICS: GRADE 7 - GEOMETRY - 7.G Summary and documentation of how the domain, cluster, and standard are Solve real-life and mathematical problems involving angle measure, met. Cite examples from the materials. area, surface area, and volume. Important Mathematical Ideas Know the formulas for the area and circumference of a circle and use them 7.G.4 to solve problems; give an informal derivation of the relationship between the circumference and area of a circle. Skills and Procedures Mathematical Relationships Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well 9-2 66, 9-2.9-5 developed in the instructional materials (if any): Overall Rating

Reviewed By:	
Title of Instructional Materials:	

# MATHEMATICS: GRADE 7 - GEOMETRY - 7.G

Solve real-life and mathematical problems involving angle measure,	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.					
	Important Mathematical Ideas	4		<del> →</del>		
Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an	in portain to a constant	1	2	3	4	
area, surface area, and volume.	Skills and Procedures	1	2	3	4	
	Mathematical Relationships	1	2	3	<del></del>	
	Summary / Justification / Evidence  South Line Control of the domain, cluster, and standard that are missing or not well					
	developed in the instruction	onal materials	(if any):			
5-2 Lab ( E · S	Nanana na na na	and the second s				

Reviewed By:	
Title of Instructional Materials:	

MATHEMATICS: GRADE 7 - GEOMETRY - 7.G

Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.	Summary and documentation met. Cite examples from the			ster, and stand	ard are	
7.G.6  Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.	Important Mathematical Ideas	1	2	3	4	
	Skills and Procedures	1	2	3	4	
	Mathematical Relationships	<b>←</b>   1	2	3	<del></del>	
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence					
9-6,10-2 Lab, 10-2, 10-4 Late,	Portions of the domain, clu developed in the instructio			missing or no	ot well	
	Overall Rating	<del></del>		<b>1</b> 3	<del></del>	

Rev	viewed By:
Tit	tle of Instructional Materials:
MATHEMATICS: GRADE 7 - STATISTICS AND PROBABILITY - 7.SP	
Use random sampling to draw inferences about a population.	Important Mathematical Ideas  1 2 3 4
7.SP.1  Understand that statistics can be used to gain information about a Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about population by examining a sample are valid only if the sample is representative a population from a sample are valid only if the sample tends to produce of that population. Understand that random sampling tends to produce representative samples and support valid inferences.	Skills and Procedures  1 2 3 4
	Mathematical Relationships  1  2  3  4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence  Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
7-8 7-3 / 100 2-1 -02) (Course 3 -> 2-1 -02)	Overall Rating 4 3 4
	1

Reviewed By:			 
Title of Instructional Materials:		 	 

Use random sampling to draw inferences about a population.	Summary and documentation met. Cite examples from the	on of how the materials.	domain, clu	ster, and standa	ard are
7.SP.2  Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates	Important Mathematical Ideas	1	2	1 3	<del>-   →</del> 4
or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.	Skills and Procedures	1	2	/3	4
	Mathematical Relationships	1	2	3	<del></del>
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E	vidence	B:52	C.,	
7-84 Laby 7-86 Lab	Portions of the domain, cludeveloped in the instruction	ister, and star nal materials	dard that a	re missing or no	ot well
		and the second s			
	Overall Rating	<del></del>	- <del> </del> 2	1 3	<del>       </del> 4

Rev	iewed By:
Title	e of Instructional Materials:
TO A DE 7 - STATISTICS AND PROBABILITY - 7.SP	tation of how the domain, cluster, and standard are
Draw informal comparative inferences about two populations.	Summary and documentation of the materials.  met. Cite examples from the materials.  Important Mathematical Ideas  1 2 3 4
Informally assess the degree of visual overlap of two numerical data Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between distributions with similar variabilities, measure of variability. For the centers by expressing it as a multiple of a measure of variability. For example, the mean height of players on the basketball team is 10 cm example, the mean height of players on the soccer team, about twice greater than the mean height of players on the soccer team; on a dot plot, the the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.	Skills and Procedures  1  3  4  Mathematical Relationships  2  3  4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence  MMMR.  Portions of the domain, cluster, and standard that are missing or not well  developed in the instructional materials (if any):  Could use Lesson to a standard that are missing or not well  Variabilities, but would need to be  Variabilities, but would need to be  Overall Rating  1 2 3 4

Reviewed By: Title of Instructional Materials: Summary and documentation of how the domain, cluster, and standard are MATHEMATICS: GRADE 7 - STATISTICS AND PROBABILITY - 7.SP met. Cite examples from the materials. Draw informal comparative inferences about two populations. Important Mathematical Ideas Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter Skills and Procedures of a fourth-grade science book. Mathematical Relationships Summary / Justification / Evidence Portions of the domain, cluster, and standard that are missing or not well Indicate the chapter(s), section(s), and/or page(s) reviewed. developed in the instructional materials (if any): 7-6, 7-5 Tech lab Using data from random

Overall Rating

Reviewed By:	
Title of Instructional Materials:	

Summary and documentation met. Cite examples from the	e materials.	e domain, ci	uster, and startor	aid ale
Important Mathematical Ideas	<u>«</u>			<b></b> }
mportant national state of the	1	2	3	4
Skills and Procedures	<del>(                                     </del>		3	<del> →</del> 4
Mathematical Relationships	1	2	1 3	4
Summary / Justification / E	vidence		See the se	
Portions of the domain, cludeveloped in the instruction	uster, and st onal materia	andard that Is (if any):	are missing or n	ot well
aga taga - ee	· ·			
Overall Rating	<b>4</b>	2	- l	<del> →</del>
	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  Summary / Justification / E  Portions of the domain, cludeveloped in the instruction	met. Cite examples from the materials.  Important Mathematical ideas  1  Skills and Procedures  1  Mathematical Relationships  1  Summary / Justification / Evidence  Portions of the domain, cluster, and st developed in the instructional material	met. Cite examples from the materials.  Important Mathematical Ideas  1 2  Skills and Procedures  1 2  Mathematical Relationships 1 2  Summary / Justification / Evidence  Portions of the domain, cluster, and standard that developed in the instructional materials (if any):	Skills and Procedures    1

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Reviewed By:		
Title of Instructional Materials:		

THEMATICS: GRADE 7 - STATISTICS AND PROBABILITY - 7.SP	Summary and documentation of how the domain, cluster, and standard are
estigate chance processes and develop, use, and evaluate	Summary and documentation of the materials.  met. Cite examples from the materials.
estigate chance processor bability models.	Important Mathematical Ideas 1 2 3 4
SP.6  opproximate the probability of a chance event by collecting data on opproximate the probability of a chance event by collecting data on e chance process that produces it and observing its long-run relative e chance process that produces it and observing its long-run relative frequency given the equency, and predict the approximate relative frequency given the equency, and predict that robability. For example, when rolling a number cube 600 times, predict that robability. For example, when rolling a number cube 100 times, but probably not exactly 200 and 100 times.	Skills and Procedures  1 2 3 4
mes.	Mathematical Relationships  1 2 3 4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence  Portions of the domain, cluster, and standard that are missing or not wel developed in the instructional materials (if any):
	Overall Rating + 1 2 3

Revi	jewed By:
Title	e of Instructional Materials:
STATISTICS AND PROBABILITY - 7.SP	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.  Important Mathematical Ideas  1 2 3 4  Skills and Procedures  1 2 3 4  Mathematical Relationships  1 2 3 4  Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Indicate the chapter(s), section(s), and/or page(s) reviewed. 1-5,11-560

Reviewed By:	
Title of Instructional Materials:	

Summary and documentation of how the domain, cluster, and standard are Investigate chance processes and develop, use, and evaluate met. Cite examples from the materials. probability models. 7.SP.7b Important Mathematical Ideas 7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. b. Develop a probability model (which may not be uniform) by Skills and Procedures observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies? Mathematical Relationships Summary / Justification / Evidence Ford or ploto or other Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well 11-4 A Las developed in the instructional materials (if any): Overall Rating

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Title of Instructional Materials:	

nvestigate chance processes and develop, use, and evaluate robability models.	Summary and documentation met. Cite examples from the	on of how the materials.	e domain, cius	ster, and stands	
S. Find probabilities of compound events using organized lists, tables, tree	Important Mathematical Ideas	1	2	3	4
diagrams, and simulation.  a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.	Skills and Procedures	1	2	3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Mathematical Relationships	1	2	3	<del> →</del> 4
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Title of Instructional Materials:	

nvestigate chance processes and develop, use, and evaluate probability models.	Summary and documentation met. Cite examples from the	on of how the materials.	domain, cius	iter, and Standard a.	
7.SP.8b  8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.	Important Mathematical Ideas	1	2	3	4
b Represent sample spaces for compound events using methods such	Skills and Procedures	1	2	3	<del> →</del> 4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Mathematical Relationships	1	2	3	4
	Portions of the domain, cluster, and standard that are missing or not we developed in the instructional materials (if any):				
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nvestigate chance processes and develop, use, and evaluate probability models.	Summary and documentation met. Cite examples from the	materials.	ie domain, ciuse	si, and standa	
7.SP.8c	Important Mathematical Ideas	<del>(                                     </del>			<del></del>
<ol> <li>Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</li> </ol>		1	2)	3	4
c. Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
	Summary / Justification / E	Evidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
一个人人,但是一个	Portions of the domain, cl developed in the instruction	uster, and s onal materi	standard that are als (if any):	missing or no	ot well/
	tich of pay		1. 1901 d		
	Overall Rating	1	2	3	4

ROUNDTABLE 20

## Instructional Materials Analysis and Selection

**Phase 3:** Assessing Content Alignment to the Common Core State Standards for Mathematics

Grade 7



Frontmatte

#### Instructional Materials Analysis and Selection

Assessing Content Alignment to the Common Core State Standards for Mathematics

This tool provides educators with a structured way to make informed decisions when selecting mathematics instructional materials. In particular, it can help you become more knowledgeable about the Common Core State Standards for Mathematics so you can select instructional materials aligned with these standards.

This resource can also be used with the Dame Center's larger 4-phase Instructional Materials Analysis and Selection toolset: Phase 3: Snadying the Nondands, Phase 2: Narrowing the Field of Instructional Materials, Phase 3: Assessing Subject-Area Content Aligoment, and Phase 4: Assessing Vertical Aligoment of Instructional Materials. The particular resource you hold in a phase 3 tool that has been customized for assessing the alignment of instructional materials with the Common Care State Standards for Mathematics. Note that in 2009, the Dana Center developed a similar tool for Indiana educators to use in analyzing the alignment of instructional materials to Indiana's Academic Standards for Mathematics.

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Holf McDongal Mathematics Course 2

### Instructional Materials Analysis and Selection

Phase 3:

Assessing Content Alignment to the Common Core State Standards for Mathematics

A project of

The Indiana Education Roundtable, The Indiana Department of Education,

The Charles A. Dana Center at The University of Texas at Austin

2010-2011

Frontmatter

#### About the development of this resource

This tool, humacumal Materials Analysis and Selection: Assessing Content Alignment to the Common Core State Standards for Mathematics, draws on the Dana Center's nearly 20 years of experience in strengthening education and has been used extensively in Texas and, increasingly, other states, to belp local school districts and schools select instructional materials aligned with their standards. Development and production of the Instructional Materials Analysis toolset was supported by the Chartes A. Dana Center.

This resource consists of a set of 15 individual grade-level / course documents that span kindergarten through the third year of high school mathematics. There is a document for each grade from kindergarten through 8, and six documents for high school mathematics (note each for the three courses in the traditional high school pathway Mathematics 11, and one each for the three courses in the integrated high school pathway Mathematics 1, Mathematics 11, and Mathematics 11, and the course of various states and other entities, the Dana Center has populated that Instructional Matternals should be and Selection tool with standards from the Consessor Cours States Standards for Mathematics (10 local district in selecting instructional maternals singular with these standards.

Note that the copyright of the Common Core State Standards for Markemotics is held by the National Governors Association Center for Best Practices and the Council of Chief State School Officers (collectively, NOA CenterCCSSO). This use of the CCSS for Mathematics is done under the CCSS forms of Use, available at two constandant orgiferms—of Use, Specifically, this work is done under the Terms of Use "non-exclusive, royalty-free license to copy, publish, distribute, and display the Common Core State Standards for non-commencial purposes that support the Common Core State Standards for Nationancies as well as the CCSS for Mathematics, Appendix A: Designing high achieve markets course based on the Common Core State Standards for Nationancies as well as the CCSS for Mathematics, Appendix A: Designing high achieve markets course based on the Common Core State Standards for the Common Core State Standards for the Common Core State Standards for the Core State Standards for the Common Core Stat

October 2010 release

We welcome your comments and suggestions for improvements—please send to dams-taskop@utilistautexaa.edu or the address in the copyright section above.

#### About the Charles A. Dana Center at The University of Texas at Austin

The Dana Center works to raise student sobievement in K-16 mathematics and azience, especially for historically underserved populations. We do so by providing direct service to school districts and inclusions of higher education, to local, state, and national education leaders; and to agencies, nonprofits, and professional operantizations concerned with strong-theming American education.

The Center was founded in 1991 at The University of Texas at Austin. We carry out our work by supporting high standards and building system capacity; collaborating with key state and national organizations to address emerging issues; crossing and delivering professional supports for deducators and education a

For more information about our programs and resources, see our homopage at www.stdasaceater.org. To access our resources (many of them free), see our products note: at www.stdasaceater.org/products. And to learn more about our professional development—and sign up online—go to www.stdasaceater.org/pc/.

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<sup>\*</sup> For the high school course sequences, we relied on the Common Core State Standards Mathematics Appendix A: Designing High School Mathematics Courses Based on the Common Core State Standards, developed for the CCSS minuter by Achieve, Inc., which convened and managed the Achieve Pathways Group.

#### Acknowledgments

Unless otherwise noted, all staff listed here are affiliated with the Dans Center.

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#### Our thanks

We gratefully acknowledge the more than 100 school districts and thousands of educators who have informed the development of these resources.

#### Editorial and production staff

Cara Hopkins, proofreader Rachel Jenkins, consulting editor Tom McVey, professional development team lead and print production manager Phil Swann, annor designer

#### The Charles A. Dana Center

#### Introduction

#### Phase I: Studying the Standards

#### Phase 2: Narrowing the Field of Instructional Materials

#### Phase 3: Assessing Mathematical Content Alignment

The purpose of Phase 3: Assessing Mathematical Content Alignment is to determine the degree to which the materials are aligned to the standards (content and processes). In Phase 3, puriticipants conduct an in-depth review of the 2-3 invtractional materials selected in Phase 2. The Phase 3 process requires selection committee members to use set criteria in order to determine a rating for each sample, to cite examples to justify their score for each sample, and to document standards that are missing or not well-developed in the instructional materials examined.

#### Implementation

As a whole group, selection committee members should practice applying the Phase 3 rubric. The purpose of the whole group practice is to promote inter-rater reliability and calibration.

In Phase 3 it is not important to analyze every page, section, or chapter of a resource. It is important to identify an area, topic, or hig idea for the deep content analysis of Phase 3 (e.g. development of proportionality...).
The identified area, topic, or hig idea will be used to all the instructional materials considered in Phase 3. The area, topic, or hig idea can be identified through the use of student achievement data, curriculum priorities-challenges, or ideas that typically made up a greater portion of instruction in particular grade levels courses. I must cases. Phase 3 will destify the one resource that is best altigoed.

#### Step-by-Step Instructions

- Use your current adoption to practice using the Phase 3 rubric. Select one big idea to focus your analysis (see note above for selecting the area, topic, or big idea).
- Independently, committee members use their current resource, the identified big idea (and associated pages in that resource), and the Place 3 rubus to soore and document the extent to which the material (content and processes) aligns to the standards.
- In small groups, committee members share their scoring and justifications. Small groups come to consensus on how the current resource would score ou this big idea.
- 4. Each small group shares with the large group their score. Repeat the consensus building to generate a large group score on this big idea.
- Clarify any misunderstandings about how to apply the rubric before committee members begin to use Phase 3 rubric on the selected
  materials.

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Documenting Alignment to the CCSS for Mathematics: Standards for Mathematical Practice	6
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- 6 Based on the size of the selection committee, determine the number of areas, topics, or big ideas to be examined for each grade course. If the group size is large, more areas, topics, big ideas can be examined within each grade level course.
- 7. Make sure committee members have multiple copies of the Phase 3 rubric.
- 8. Committee members apply the Phase 3 rubric for each of the materials.
- Establish a time line for groups to complete and submit Phase 3 documentation.
- 10. Establish a data collection and analysis process to attain a rating for each resource.

#### Materials and Supplies

- Phase 3: Assessing Mathematical Content Alignment black line master multiple copies per person
- Currently used instructional resource
- The 2 to 4 instructional materials selected in Phase 2

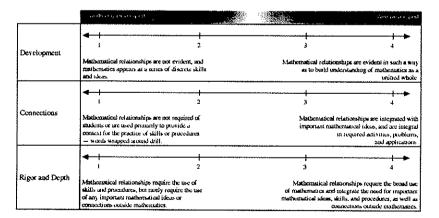
#### Phase 4: Assessing Vertical Alignment of Instructional Materials

#### Important Mathematical Ideas: Understanding the scoring

	क्रमीस्टार्व, रेक्ट स्था स्था		Well freschiped
	1	2 3	+
Development	Important mathematical ideas are affolded to simply or are missing, approached printenly from a skill level, or provided for students outside any context	context of se	nportant mathematical ideas are evident, studly developed, and emerge within the d-world examples, interesting problems, tion situations, or student investigations
Connections	Important mathematical ideas are developed independently of each other (i.e., they are discrete, independent ideas).	expe mati	ant mathematical ideas are developed by inding and connecting to other important termitical ideas in such a way as to build ulting of mathematics are unfired whole.
Rigor and Depth	Important mathematical ideos are applied in routuse problems or in using formulated procedures, and are extended in separate optional problems.	extende	rtant mathematical ideas are applied and d in novel situations or embedded in the ent, requiring the extension of important mathematical ideas and the use of multiple approaches

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#### Mathematical Relationships: Understanding the scoring



Skills and Procedures: Understanding the scoring

	topedically beach jed			Well Developed
		2	3	+
Development	Skills and procedures are the primary developed without conceptual understand and are lovely connected to important mathematical ideas — important medi- ideas are adjusted.	ending,	mathematical ideas and	re integrated with important I are presented as important are understanding important mathematical ideas
Connections	1	2	3	<del>!&gt;</del>
Connections	Skills and procedures are treated as di- skills rarely connected to important in ideas or other skills and procedures.		uithand	d procedures are integrated consistently connected to — athematical ideas and other skills and procedures.
	<del>                                      </del>	2	3	+ >
Rigor and Depth	Skills and procedures are practiced will conceptual understanding outside any do not require the use of important numbersatical ideas, and are primarily practiced in rote overcises and drill		the application and	nd procedures are critical to understanding of important ideas, and are embedded in problem situations

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	Title of Instructional Materials:	
umenting Alignment to the		

## Documenting Alignment to the Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relatiouships, and greats. They make conjectures about the form and meaning of the solution and plan a solution pathway insher them simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they used. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw disagrains of important features and relatiouships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems as also a different method, and they continually ask themselves, Those this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches

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Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the methometical practice that are missing or not well developed in the instructional materials (if any):

Summury/Justification/Evidence

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1	ì	3	4

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6

Reason abstractly and quantitatively.	
on problems involving quantitative relationships: the ability is the representing symbols as if they have a life of their own, w needed during the manipulation process in order to probe into	and their relationships in problem situations. They bring two complementary abilities to be a to decontextualize—to abstract a given situation and represent it symbolically and manipula without necessarily attending to their referents—and the ability to contextualize, to pause as to the referents for the symbols involved. Quantitative reasoning entails habits of creating a the units involved, attending to the menning of quantities, not just how to compute them, and objects.
ndicate the chapter(s), acction(s), we page(s) (externed.	Positions of the sasthematical practics that are milestag or not well developed in the instructional materials (if any):
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	1 2 5 4
•	Reviewed By:
cumenting Alignment to the andards for Mathematical Practice	Title of Instructional Materials:
Model with mathematics.	
grades, this might be as simple as writing an addition equation plan a school erem or analyze a problem in the community. If to describe how one quantity of interest depends on another, it assumptions and approximations to simplify a complicated air quantities in a practical situation and map their relationships to analyze those relationships mathematically to draw conclusion	as they know to solve problems arising in everydny life, society, and the workplace. In early or to describe a situation. In middle grades, a student might apply proportional reasoning to By high school, a student might use geometry to solve a design problem or use a function Mathematically profecient students who can apply what they know are comfortable mining ituation, realizing that these may need revision later. They are able to identify important using such tooks as diagrams, now-way tables, graphs, flowcharts and formulas. They can ons. They routinely interpret their mathematical results in the context of the situation and usib model of the nor several frequence.
reflect on whether the results <b>nuc</b> le sense, possibly improving	a sa maca an asa sa ca ca ca pagasa.
	Portions of the methomatical praction that are missing on not well developed in the insersectional materials (if any):
reflect on whether the results finde sense, possibly improving indexes the chapter(s), section(s), or page(s) reviewed.	Portions of the assubstantical practice that are assisting or not well developed in the
indicate the disspect(s), ection(q), or $page(q)$ raviewed.	Portions of the methematical practice that are missing or not well developed in the inseruccional manorials (if any):

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## Documenting Alignment to the Standards for Mathematical Practice

3. Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them not cases, and can recognize and use comprehens. They justify their condensions, communicate them to others, and respond to the arguments of others. They reseon inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically profilences takedness are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is thawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawnings, diagrams, and actives. Such arguments can make sense and be correct, even though they are not generalized or make formal until later grades. Later, students found to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

instructional materials (if any):

Title of Instructional Materials:

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Portions of the mathematical practice that are missing or not well developed in the

## Documenting Alignment to the Standards for Mathematical Practice

5. Use appropriate tools strategically.

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Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Producent students are sufficiently familiar with tools appropriate for their grade or course to make sound decime about when each of these tools might be helpful, recognizing both the integlat to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detered possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the resumptions, expunptions, explore consequences, and compare predictions with data. Mathematically proficient students of various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological holts to explore and deepen their understanding of concepts.

Indicate the chapter(4), soction(4), or page(4) reviewed.

Portions of the mathematical practice that are initialing or not well developed in the instructional ensemble (if eary):

Summary/Justification/Evidence

Overall Rating

1 2 3 4

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	Title of Instructional Materials:
Documenting Alignment to the Standards for Mathematical Practice	
6. Attend to precision.	
Mathematically proficient students try to communicate precises reasoning. They state the meaning of the symbols they choose specifying units of measure, and labeling axes to clarify the o cypress muserical answers with a degree of precision appropri	ely to others. They try to use clear definitions in discussion with others and in their own e, including using the equal sign consistently and appropriately. They are caucht about orrespondence with quantities in a problem. They calculate accurately and efficiently, take for the problem context. In the elementary grades, students give carefully formulated I they have learned to examine claims and make explicit use of definitions.
la decree the chapter(e), section (e), or page(e) reviewed.	Portions of the machematical practice that see missing or not well developed in the
	instructional materials (of any):
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he Charles A. Duna Center	11
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Pocumenting Alignment to the itandards for Mathematical Practice	Title of Instructional Materials:
8. Look for and express regularity in repeated reasoning.	
might notice when dividing 25 by 11 that they are repeating it paying attention to the calculation of slipe as they repeatedly abstract the equation $(y - 2)(x - 1) = 3$ . Noticing the regularit $(x - 1)(x^2 + x^2 + x + 1)$ might lead them to the general formula	epeated, and look both for general methods and for shortcuts. Upper elementary students be same calculations over and over again, and coachide they have a repeating decimal. By check whether points are on the line through $(1,2)$ with slope 3, middle school students might yin the way terms cancel when expanding $(x-1)(x+1), (x-1)(x^2+x+1)$ , and for the sum of a geometric screen. As they work to solve a problem, makin-middle tending to the details. They continually evaluate the reasonableness of their intermediate
indicase the chapter(s), eccion(s), or page(s) prviowed.	Portions of the mathematical practice that are salising or not well developed in the
	instructional masorials (if any):
Summary/Justification/Evidence	Overall Rating

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Title of Instructional Materials:	

#### Documenting Alignment to the Standards for Mathematical Practice

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Summary/Justification/Evidence

the same innovat as seven and three more, or they may sort a collection of $7 \times 8$ equals the well remembered $7 \times 5 \times 7 \times 3$ , in preparation for learning can see the $14$ as $2 \times 7$ and the $9$ as $2 \times 7$ . They recognize the significance a auxiliary line for solving problems. They also can step back for an overview	ture. Young students, for example, might notice that three and seven more is shapes according to how many sides the shapes have, Laur, students will see about the distributive property. In the expression $x^2 + y + 14$ , older students of an existing line in a geometric figure and can use the strategy of drawing an wand shift perspective. They can see complicated things, such as some algebraic example, they can see $5 - 3(x - y)^2$ as 5 mans a positive number times a square them $x$ and $y$ .
Indicate the chapter(s), section(s), or page(s) reviewed.	Portions of the mathematical practice that are taining or tast well developed in the instructional materials (if any):

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Reviewed By:	<u></u>

#### Title of instructional Materials:

#### MATHEMATICS: GRADE 7 - RATIOS AND PROPORTIONAL RELATIONSHIPS - 7.RP

Analyze proportional relationships and use them to solve real-world and mathematical problems.	Summary and documentationst. Cite examples from the	on of how the domain, cluster, and standard are e materials.
7.RP.1		
Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person wakes 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction "4", miles per hour, equivalently 2 miles per hour.	Important Mathematical Ideas	1 2 / 3
ов иго омпром помом. У д навов рон пома, одинивани у 2 тав вран пом	Skills and Procedures	+
	Mathemetical Relationships	+ + + + + + + + + + + + + + + + + + + +
	Summary / Justification / E	vidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.		
4-2	Portions of the domain, clu- developed in the instruction	ster, and standard that are missing or not well nel materials (if any):
	Overall Rating	
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ATHEMATICS: GRADE 7 - RATIOS AND PROPORTIONAL RELA	······································
nalyze proportional relationships and use them to solve real-world an	d Summary and documentation of how the domain, cluster, and standard are
amematical problems.	met. Cite exemples from the materials.
RP.2a	Important Mathematical Ideas
Recognize and represent proportional relationships between quantities.	7
a. Decide whether two quantities are in a proportional relationship, e.g.	1 2 3 4
by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the	
origin.	Skills and Procedures
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A SECTION ALLEGATION	Mathematical Relationships 4
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TATHEMATICS: GRADE 7 ~ RATIOS AND PROPORTIONAL RELATIVES and use them to solve real-world and attrematical problems.  RP2c	Reviewed By:  Fittle of Instructional Materials:  FKONSHIPS - 7.RP  Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
TATHEMATICS: GRADE 7 ~ RATIOS AND PROPORTIONAL RELATIVE proportional relationships and use them to solve real-world and athematical problems.  RP.2c  Recognize and represent proportional relationships between quantities.	Reviewed By:  Fittle of Instructional Materials:  FKONSHIPS – 7.RP  Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
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MATHEMATICS: GRADE 7 - RATIOS AND PROPORTIONAL RELA	Title of Instructional Mat TIONSHIPS - 7.RP	erials:			
Analyze proportional relationships and use them to solve real-world armsthematical problems.	d Summary and docume met. Cite examples fro	ntation of how m the material	r the domain, c	uster, and st	andard ar
7.RP.2b     Recognize and represent proportional relationships between quantities.     Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, end verbal descriptions of proportional	important Mathematical Id	Seas (	<del></del>	<u>}</u>	(;
relationships.	Skills and Procedures	<del>+ </del>	3	3	
Jood,	Mathematical Relationship	P\$ +-1	1	- 1	7.
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	eviewed By: itle of Instructional Mater IONSHIPS 7,RP	ials:			
Analyze proportional relationships and use them to solve real-world and mathematical problems.	Summary and document met. Cite examples from	tation of how t	he domain, clu	ster, and sta	ndard are
7.RP.2d  2. Recognize and represent proportional relationships between quantities.  d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the attuation, with special attention to the points.	Important Mathematical Ide	7 \	1 2	3	+
(0, 0) and (1, r) where r is the unit rate.	Skills and Procedures	4	2	ا د	<del></del>
Not address ed	Mathematical Relationships	1	2	3	<del>; )</del>
indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification /	Evidence			
Chy	Portions of the domain, o developed in the instruct	ckuster, and strional materials	indard that are s (if any):	missing or a	ot weli
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ATHEMATICS: GRADE 7 THE NUMBER SYSTEM 7.NS	Title of Instructional Materials:	
pply and extend previous understandings of operations with fractions add, subtract, multiply, and divide rational numbers.	s Summary and documentation of how the domain, cluster, and stands mut. Cite examples from the materials.	ud are
NS.16	<i>i</i> \	
<ul> <li>Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction or a horizontal or vertical number line diagram.</li> </ul>	o in /mportant Mathematical ideas 1 2 3	4
Apply properties of operations as strategies to add and subtract rational numbers.	Sidis and Procedures	<del>  )</del>
Very skilldring,	Mathematical Relationships	
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encourage & by text	Summary / Justification / Evidence	
3-5 43-11	Portions of the domain, cluster, and standard that are missing or not developed in the instructional materials (if any):	well
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	Overall Rating	<b>→</b>
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NATHEMATICS: GRADE 7 THE NUMBER SYSTEM 7.NS	Title of Instructional Materials:	
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MATHEMATICS: GRADE 7 THE NUMBER SYSTEM 7.NS  Apply and extend previous understandings of operations with fractions	Title of Instructional Materials:  Summary and documentation of how the domain, cluster, and standamet. Cite examples from the materials.	
Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.  7.NS.20.  2. Apply and extend previous understandings of multiplication and division and of factions to multiply and divide rational numbers.  b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. In p and g are integers, then — (p/v) = (-p/v) = p(-q), integers quotients of rational numbers by describing resel-world contexts.	Title of Instructional Materials:  Summary and documentation of how the domain, cluster, and standamet. Cite examples from the materials.  Important Methematical ideas	nd are
ATHEMATICS: GRADE 7 THE NUMBER SYSTEM 7.NS  Apply and extend previous understandings of operations with fractions o add, subtract, multiply, and divide rational numbers.  F.NS.2b  2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.  b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and g are integers, then (-pv) = (-pv) = pv (-pv) = (-pv) = v (-pv) = (-	Summary and documentation of how the domain, cluster, and standamet. Cite examples from the materials.  Important Methemetical ideas  Skills and Procedures	nd are
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.NS.2a	Important Mathematical Ideas
<ol> <li>Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</li> </ol>	1 /2 3 4
Understand that multiplication is extended from fractions to rational numbers by receiving that operations continue to extend the	/
properties of operations, particularly the distributive property, leading	
numbers, interpret products of rational numbers by describing real-	
-11 - il be a good	Mathematical Relationships
MAIS WAS WAS IN	1 - 1 + 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to setally the properties of operations, particularly the distributive property, leading to products such as (-1)(-1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.  The such that the agent the such that the such th	Signed the but doesn't discusse
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ndicate the chapter(s), section(s), and/or page(s) reviewed.	
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properties of operations, particularly the distributive property, lead to products such as (-1)+(-1) = 1 and the rules for multiplying along numbers. Interpret products of rational numbers by describing real world contaxts.  The product of rational numbers by describing real world contaxts.  The product of the products of rational numbers by describing real world on the product of the product	
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Apply and extend previous understandings of multiplication and division	Important Mathematical Ideas
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MATHEMATICS; GRADE 7 - RATIOS AND PROPORTIONAL RELAT	IONSHIPS - 7.RP	MATHEMATICS: GRADE 7 - THE NUMBER SYSTEM - 7.NS	
	Summary and documentation of how the domain, cluster, and standard are	Apply and extend previous understandings of operations with fractions	Summary and documentation of how the domain, cluster, and standard are
nuthematical problems.	met. Cite examples from the materials.	to add, subtract, multiply, and divide rational numbers.	met. Cite examples from the materials.
7.RP.3	Important Mathematical ideas	7.NS.1a	Important Mathematical ideas
Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratules and	1 2 3 4	Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on	/1 2 3 4
commissions, fees, percent increase and decrease, percent error.		a horizontal or vertical number line diagram.     a. Describe situations in which opposite quantities combine to make	
6. / A	Skiës and Procedures	For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.	Skuts and Procedures
X / / A	1 / 2 3 4		1 / 2 3 4
NIM	Mathematical Relationships	This section talks about	Mathematical Relationships
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NATHEMATICS; GRADE 7 - THE NUMBER SYSTEM - 7.NS	Alle of mistractional witherfalls.	MATHEMATICS: GRADE 7 - THE NUMBER SYSTEM - 7.NS	THE OF DISTRICTION WARRIES.
Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Gits examples from the meterials.	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
7.NS.1b	Important Mathematical Ideas	7.NS.1c	Important Mathematical Ideas
<ol> <li>Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on</li> </ol>		<ol> <li>Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction or</li> </ol>	
a horizontal or vertical number line diagram.		a horizontal or vertical number line diagram.	
<ul> <li>Understand ρ + q as the number located π distance [q] from ρ, in the positive or negative direction depending on whether q is positive or</li> </ul>	Skills and Procedures / +	c. Understand subtraction of rational numbers as adding the additive inverse, p = q = p + (-q). Show that the distance between two	Skills and Procedures
negative. Show that a number and its opposite have a sum of 0 (are additive inverses), interpret sums of rational numbers by describing	1 2 3 4	rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts,	1 2 3 1
real-world contexts.	S	Not discussed	
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indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, cluster, and standard that are missing or not well		Portions of the domain, cluster, and standard that are missing or not well
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	Portions of the domain, cluster, and standard that are missing or not well	Indicate the chapter(s), section(s), and/or page(s) reviewed.  3-2 & 3-7	Portions of the domain, cluster, and standard that are missing or not well
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MATHEMATICS: GRADE 7 – EXPRESSIONS AND EQUATIONS –  Solve real-life and mathematical problems using numerical and algebraic expressions and equations.					
AMADERIC AVERSES AND ARRESTONS	Summery and documentationet, Cite examples from the	on of how the	e domain, cit	uster, sind st	ena bnabola
7 E.E.3  Solve multi-step real-life and mathematical problems posed with positive	Important Mathematical Ideas		+	<del>/</del>	
and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to acculate with numbers in any form; convert between forms as appropriate;		1	2	3	4
nd assess the reasonableness of answers using mental computation and stimation strategies. For example II a woman making \$25 air hour gets a 0% raise, sho will make an additional 1/10 of her salary an hour, or \$2.50,	Skills and Procedures	+	2		<del>-   ;</del>
or a new salary of \$27.50. If you want to place a towal bar 9 3/4 inches fon I the center of a door that is 27 1/2 inches wide, you will need to place the ar about 9 inches from each edge, this estimate can be used as a check on he exact computation.		<del>( </del>	<del> </del>	- +-	<del>/</del>
		'	2	\ <b>3</b> //	•
odlasa de abrahada arabada kadan ka	Summary / Justification / E	ykience			
ndicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, cludeveloped in the instruction			e missing or	not well
Ch b					
_	Overall Rating	<del>+ </del>	<del> </del>	<del> </del>	<del></del>
NATHEMATICS: GRADE 7 - EXPRESSIONS AND EQUATIONS -					
ATTEMATICS: GRADE I - EAPRESSIONS AND EQUATIONS -	Title of Instructional Material 7.EE	s:			
iohre real-life and mathematical problems using numerical and Igebraic expressions and equations.		on of how th	e domain, clu	ister, and st	andard are
ohre real-life and mathematical problems using numerical and gebraic expressions and equations.  EE.4b  Ueo variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve	7.EE Summary and documentati	on of how th	e domain, clu	ister, and sti	nodard are
olve real-life and mathematical problems using numerical and gebraic expressions and equations.  EE.40  Uso variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.  b. Solve word problems leading to inequalities of the form px + q > r or px + q < r, where p, q, and r are specific rational numbers. Graph the solution set of the linequality and interpret it in the context of the	Summary and documental met. Cite examples from the Important Mathematical Ideas  Skills and Procedures	on of how the materials.	- 1 -	+	/+•
olve real-life and mathematical problems using numerical and gebraic expressions and equations. EE.4b Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. b. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$ , where $p$ , $q$ , and $r$ are specific rational numbers. Graph the solution set of the inequality and interpret it in the contact of the problem. For example: As a salesparator, you are paid \$50 per weep plus \$3 per sele. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and	Summary and documentations. Cite examples from the Important Mathematical Ideas  Skills and Procedures	on of how the materials.	2	3	1+
olve real-life and mathematical problems using numerical and gebraic expressions and equations.  EE.4b  Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.  B. Solve word problems leading to inequalities of the form px + q > r or px + q < r, where p, q, and r are specific raisonal numbers. Graph the solution set of the inequality and interpret in the context of the problem. For example: As a salespance, you are paid \$50 per wee plus \$3 per sele. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.	Summary and documental met. Cite examples from the Important Mathematical Ideas  Skills and Procedures	on of how the materials.	2	3	1+
isolve real-life and mathematical problems using numerical and digebraic expressions and equations.  EE.4b  Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.  b. Solve word problems leading to inequalities of the form px + q > r or px + q < r, where p, q, and r are specific rational numbers. Graph the solvition set of the inequality and inserpret it in the context of the problem. For example: As a salesperson, you are paid \$50 per wee plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.	Summary and documentations. Cite examples from the Important Mathematical Ideas  Skills and Procedures	on of how the materials.	2	3	1+
isolve real-life and mathematical problems using numerical and digebraic expressions and equations.  EE.4b  Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.  b. Solve word problems leading to inequalities of the form px + q > r or px + q < r, where p, q, and r are specific rational numbers. Graph the solvition set of the inequality and inserpret it in the context of the problem. For example: As a salesperson, you are paid \$50 per wee plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.	Burrmary and documentationst. Cite examples from the Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  Summary / Justification / E	on of how the materials.	2 2 2 2 2 2 Advertise to 1	; ;	blam.
Solve real-life and mathematical problems using numerical and ligibraic expressions and equations.  (EE.4b)  (Ee.4b)  (Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.  b. Solve word problems teading to inequalities of the form $px + q > r$ or $px + q < r$ , where $p$ , $q$ , and $r$ are specific rational numbers. Graph the solution set of the inequality and interpret in the consect of the problem. For example, as a satespann, you are paid \$50 per week pits \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.  Graph Dalaman.	Summary and documental met. Cite examples from the Important Mathematical Ideas  State and Procedures  Mathematical Relationships  Summary / Justification / E Same Sare M  Inc. Mathematical Relationships  Portions of the formain, class	on of how the materials.	2 2 2 2 2 2 Advertise to 1	; ;	blam.

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EMATICS: GRADE 7 - EXPRESSIONS AND EQUATIONS - 7.1					
rasi-life and mathematical problems using numerical and aic expressions and equations.	Summary and documentation met. Gits examples from the		main, cluster,	and standar	d are
<b>\</b>			8		1
e variables to represent quantities in a real-world or mathematical blem, and construct simple equations and inequalities to solve blems by reasoning about the quantities.	Important Mathematical Ideas	1	2	3	1
Solve word problems leading to equations of the form $px+q=r$ and $p(x+q)=r$ , where $p$ , $q$ , and $r$ are specific rational numbers. Solve equations of these forms fluently, Compare an algebraic solution to an arithmebe solution, identifying the sequence of the operations used in each approach. For exemple, the parameter of a ractangle is	Skills and Procedures	1	1 2	3	<b>/</b>
54 cm its longth is 6 cm What is its width?	Mathematical Relationships	++	1	<del>. /</del>	<del>]</del>
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12-2	Portions of the domain, clus developed in the instruction	al materials (if a			
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ies A. Dana Center					32
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Ti MATICS: GRADE 7 - GEOMETRY 7.G	itle of Instructional Materials:				
construct, and describe geometrical figures and describe the salitos between them.	Summary and documentation met. Cite examples from the		nain, cluster, s	nd standard	ela l
					1
conhiberts involving social deswings of geographic figures, including	Important Mathematical Ideas	++	<del>!</del>	+	+•:

Draw, construct, and describe geometrical figures and describe the relationships between them.	Summary and documentati met. Cite examples from the			ster, and star	eria brabe
7.G.1  Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.	Important Mathematical Ideas	+	1 2	3	++
Charlaboling, god	Skills and Procedures	+	5	3 .	+
M3hals,	Mathematical Relationships	<del>+ </del>	2	<b>;</b>	1 *
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4-8	Portions of the domain, clu developed in the instruction			missing or r	not well
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Т	tle of Instructional Materials:	
MATHEMATICS: GRADE 7 - THE NUMBER SYSTEM - 7.NS		
Apply and extend previous understandings of operations with fractions	Summary and documentation	n of how the domain, cluster, and standard are
to add, subtract, multiply, and divide rational numbers.	met. Cite examples from the	materials.
7.NS.2d  2. Apply and extend previous understandings of multiplication and division	Important Mathematical Ideas	++/+
and of kections to multiply and divide rational numbers.		1 (2) 3 1
<li>d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or</li>		7
eventually repeats.	Skills and Procedures	1 / 2 / 3 4
Text doesn't seplain t	7	
Students how EXEQ3 is decimal form terminates of	Mathematical Relationships	
Students now (MQ)	10 m 2 tm.	1 2 3 4
ducinal form terminates of	675.17	
Marchael	Summary / Justification / Ev	Idence
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V	Portions of the domain, clus	tar, and standard that are missing or not well
	developed in the instruction	
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The Charles A. Dana Center		27
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Ř	eviewed By:	
	tle of Instructional Materials:	:
MATHEMATICS: GRADE 7 - EXPRESSIONS AND EQUATIONS - 7.5	E	_
Use properties of operations to generate equivalent expressions.	Summary and documentation met. Cite examples from the	or of how the domain, cluster, and standard are
7.EE.1	Important Mathematical ideas	X. 177. N
Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	Important Hidoles Indoor	
WSE at	00000	
Viro visual aids &	Sides and Procedures	<del>(+ + + + + + + + + + + + + + + + + + + </del>
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indicate the chapter(s), section(s), and/or page(s) reviewed.		
A _/	Portions of the domain, clus developed in the instruction	ter, and standard that are missing or not well at materials (if any):
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Ti MATHEMATICS: GRADE 7 – THE NUMBER SYSTEM – 7.NS	itle of Instructional Materials:
Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Oite examples from the materials.
Story problems involving the four operations with retional numbers.   Story problems are generally interested to Students. There problems the Error's Guardinates with rebonal numbers acted the river to complete the with rebonal numbers acted the river to manipulating tractices to complete tractices.	Important Mathematical Ideas
Indicate the chaptar(s), section(s), and/or page(s) reviewed.	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):  Overall Rating
e Charles A. Dania Center	28
R	Reviewed By:
T MATHEMATICS: GRADE 7 - EXPRESSIONS AND EQUATIONS - 7.1	
Use properties of operations to generate equivalent expressions.	Summary and documentation of how the domain, cluster, and standard are met. Cite exemples from the materials.
7.EE.2 Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, $a + 0.05a = 1.05a$ means that 'increase by 5%' is the same as 'multiply by 1.05."	important Methematical ideas
Vot	Skills and Procedures  1 2 3 4
addressed	Mathematical Relationships 2 3 4  Summary / Justification / Evidence
indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, cluster, and standard that are missing or not well
Ch C	developed in the instructional materials (if any):

Overall Rating

	Title of Instructional Materials:		Title of Instructional Materials:
MATHEMATICS: GRADE 7 - GEOMETRY - 7.G		MATHEMATICS: GRADE 7 - STATISTICS AND PROBABILITY - 7.5	SP
Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.	Use random sampling to draw inferences about a population.	Summary and documentation of how the domain, cluster, and standard as met. Cite examples from the matérials.
7.G.6	Important Mathematical Ideas	7.8P.1	Important Mathematical Ideas
Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.	Important Machinescal losas	Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random exceptions to the produce	Important Mathematical Ideas
	Skills and Procedures  1 2 3	representative samples and support valid inferences.  Study are not	Skills and Procedures
	Methematical Relationships	i i i i i i i i i i i i i i i i i i i	Methematical Relationships
ladicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence	indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary Justification/ Evidence
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he Charles A. Dum Center	39	The Charles A. Dena Conter	· /
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MATHEMATICS: GRADE 7 - STATISTICS AND PROBABILITY7.8	Title of Instructional Materials:	MATHEMATICS: GRADE 7 - STATISTICS AND PROBABILITY - 7.9	ritle of Instructional Materials:
	Summary and documentation of how this domain, cluster, and standard are	Barried and a second at the se	Summary and documentation of how the domain, cluster, and standard an
Use random sampling to draw inferences about a population.	met. Cite examples from the materials.	Draw informal comparative inferences about two populations.	met. Cite examples from the materials.
7.89.2  Use data from a rendom sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates	Important Mathematical Ideas	7.8P.3 Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For	Important Mathematica) Ideas
or predictions. For example, estimate the mean word length in a book by rendomly sempling words from the book, predict the winner of a school election based on rendomly sampled survey date. Gauge how far off the assumate or prediction might be.	Skille end Procedures	exemple, the mean height of players on the baskoball team is 10 cm greater than the mean height of players on the societ feam, about twice the variability (mean absolute deviation) on either feam, on a dot plot, the separation between the two distributions of heights is noticeable.	Stolls and Procedures
7 6.2	Mathematical Relationships 1 2 3 4	ind	Mathematical Relationships
	Summary / Justification / Evidence		Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.		Indicate the chapter(s), section(s), and/or page(s) reviewed.	
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	Overell Rating		Overall Rating
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he Charles A. Duna Center	41	The Charles A. Dana Center	+

ATHEMATICS: GRADE 7 - GEOMETRY ~ 7.G	fille of Instructional Materials:	
w. construct, and describe geometrical figures and describe the	Summary and documentation of how the domain, cluster,	and standard are
tionships between them.	met. Cite examples from the materials	
2	I	
w (freehand, with ruler and protractor, and with technology) geometric	Important Mathematical Ideals	<del>                                     </del>
we with given conditions. Focus on construction triangles from three	1 2	3 4
sures of angles or sides, noticing when the conditions determine a		
ue triangle, more than one triangle, or no triangle.	Skills and Procedures	
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X / / /		
	Mathematical Relationships 44	<del>-   -   +</del>
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THEMATICS: GRADE 7 GEOMETRY 7.G  Ive real-life and mathematical problems involving angle measure,	Title of Instructional Materials:    Summary and documentation of how the domain, cluster	
THEMATICS: GRADE 7 GEOMETRY 7.G  ve real-life and mathematical problems involving angle measure, a, surface area, and volume.	Title of Instructional Materials:  Summary and documentation of yow the domain, cluster met. Cite examples from the materials.	
THEMATICS: GRADE 7 GEOMETRY 7.G  ve real-life and mathematical problems involving angle measure, a, surface area, and volume.	Summary and documentation of how the domain, cluster met. Cite exemples from the meterials.	; and standard are
THEMATICS: GRADE 7 GEOMETRY 7.G  We real-life and mathematical problems involving angle measure, a, surface area, and volume.  1.4	Summary and documentation of now the domain, cluster met. Cite exemples from the meterials.	, and standard are
FHEMATICS: GRADE 7 GEOMETRY 7.G  ve real-life and mathematical problems involving angle measure, a, surface area, and volume.  A  with a formulae for the area and circumference of a circle and use them only problems; give an informal derivation of the relationship between the	Summary and documentation of now the domain, cluster met. Cite exemples from the meterials.	; and standard are
FHEMATICS: GRADE 7 GEOMETRY 7.G  ve real-life and mathematical problems involving angle measure, a, surface area, and volume.  4  with formulae for the area and orcumberence of a circle and use them obve problems; give an informal derivation of the relationship between the	Summary and documentation of how the domain, cluster met. Cite exemples from the meterials.  Important Mathematical ideas 1 2	, and standard are
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THEMATICS: GRADE 7 – GEOMETRY – 7.G  ve real-life and mathematical problems involving angle measure, a, surface area, and volume.  A  we the formulas for the area and circumbrence of a circle and use them obve problems; give an informal derivation of the relationship between the uniterance and area of a circle.  Description of the relationship between the circle and area of a circle.	Summary and documentation of how the domain, chaster met. Cite examples from the meterials.  Important Mathematical ideas  Important Mathematical ideas  Skills and Procedures  Mathematical Relationships  J  Summary / Justification / Evidence	and stendard are  3 4  3 4
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THEMATICS: GRADE 7 GEOMETRY 7.G  We real-life and mathematical problems involving angle measure, a, surface area, and volume.  1.4  with formulas for the area and circumference of a circle and use them to the problems; give an informal derivation of the relationship between the uniference and weal of a circle.	Summary and documentation of how the domain, chaster met. Cite examples from the meterials.  Important Mathematical ideas  Important Mathematical ideas  Skills and Procedures  Mathematical Relationships  J  Summary / Justification / Evidence	and stendard are  3 4  3 4
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THEMATICS: GRADE 7 GEOMETRY 7.G  For real-life and mathematical problems involving angle measure, a, surface area, and volume.  A  With formulae for the area and circumference of a circle and use them only problems; give an informal derivation of the reliationship between the underence and area of a circle.  Device of the circle of the reliationship between the circle of the circ	Summary and documentation of how the domain, cluster met. Cite exemples from the meterials.  Important Mathematical ideas	and stendard are  3 4  3 4
rhematics: grade 7 geometry 7.g  ve real-life and mathematical problems involving angle measure, a, surface area, and volume.  A  we the formulae for the area and circumference of a circle and use them of the problems; give an informal derivation of the relationship between the uniference and area of a circle.	Summary and documentation of how the domain, chaster met. Cite examples from the metericals.  Important Mathematical ideas  Important Mathematical ideas  Skills and Procedures  Astronomical Relationships  Summary / Justification / Evidence	and stendard are
rhematics: grade 7 geometry 7.g  ve real-life and mathematical problems involving angle measure, a, surface area, and volume.  A  we the formulae for the area and circumference of a circle and use them of the problems; give an informal derivation of the relationship between the uniference and area of a circle.	Summary and documentation of how the domain, cluster met. Cite exemples from the meterials.  Important Mathematical ideas	and stendard are  3 4  3 4

raw, construct, and describe geometrical figures and describe the elationships between them.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.3	Important Mathematical Ideas
escribe the two-dimensional figures that result from slicing three- mensional figures, as in plane sections of right rectangular prisms and right ctangular pyramids.	
W/A	Skilfs and Procedures
10 [ 1.7	Mathematical Relationships
	Summary / Justification / Evidence
dicate the chapter(s), section(s), and/or page(s) reviewed.	
-: 4	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (# any):
Ch B	
	Overall Rating
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ATHEMATICS: GRADE 7 – GEOMETRY – 7.G  obve real-life and mathematical problems involving angle measure, rea, surface area, and volume.  G.5  se facts about supplementary, complementary, vertical, and adjecent rights in a multi-stop problem to write and solve simple equations for an	Reviewed By:  Title of Instructional Materials:  Summary and documentation of how-the domain, cluster, and standard an
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ATHEMATICS: GRADE 7 – GEOMETRY – 7.G  olive real-life and mathematical problems involving angle measure, rea, surface area, and volume.  0.6  se facts about supplementary, complementary, vertical, and adjecent	Reviewed By:  Title of Instructional Materials:  Summary and documentation of how the domain, cluster, and standard an met. Cite examples from the materials.  Important Mathematical Ideas  1 2 3 4

Overall Rating

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Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

ATHEMATICS: GRADE 7 - STATISTICS AND PROBABILITY - 7.5		MATHEMATICS: GRADE 7 - STATISTICS AND PROBABILITY - 7	.3P
svestigate chance processes and develop, use, and availuate robability models.	Summary and documentation of how the domain, cluster, and standard are met. Dise examples from the materials.	investigate chance processes and develop, use, and evaluate probability models.	Summary and documentation of how the domain, cluster, and standard at met. One examples from the materials.
.8P.7b  Develop a probability model and use it to find probabilities of events.  Compare probabilities from a model to observed frequencies; if the	Important Mathemetical Ideas	7.8P.Sa  8. Find probabilities of compound events using organized lists, tables, tre dargams, and simulation.	Important Mathematical Ideas 4.1
agreement is not good, explain possible sources of the discrepancy.  b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a fossed paper cup witil land open-end down.	Skills and Procedures : 2 3 4	<ul> <li>Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space if which the compound event occurs.</li> </ul>	Skills and Procedures
Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?	Mathematical Relationships	Compound exprits	Mathematical Relationships
ndicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence	Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence
Tech Lab	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Ch 11	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overal Rating		Overall Rating
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ATHEMATICS: GRADE 7 - STATISTICS AND PROBABILITY - 7.3	Title of Instructional Materials:  But the description of the state of	MATHEMATICS: GRADE 7 – STATISTICS AND PROBABILITY ~ 7.  Investigate chance processes and develop, use, and evaluate	Title of Instructional Materials:  SP  Summary and documentation of how the domain, cluster, and standard an
ATHEMATICS: GRADE 7 – STATISTICS AND PROBABILITY – 7.3  Investigate chance processes and develop, use, and evaluate  robability models.  SPAB  Find probabilities of compound events using organized lists, tables, tree  clargrams, and simulation.  b. Represent sample spaces for compound events using methods such	Sterrmary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.	Investigate chance processes and develop, use, and evaluate probability models.  7.87.8c  8. Find probabilities of compound events using organized lists, tables, tredisgrams, and simulation.  c. Design and use a simulation to generate frequencies for compound	Title of Instructional Materials:  SP  Summary and documentation of how the domain, cluster, and standard amont. Cite examples from the materials.  Important Mathematical Ideas  1 2 3 4
ATHEMATICS: GRADE 7 – STATISTICS AND PROBABILITY – 7.3 vestigate chance processes and develop, use, and evaluate obability models. SP.8b Find probabilities of compound events using organized lists, tables, tree degrams, and simulation.	Stammary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.  Important Mathemetical ideas  1 2 3 4  Skills and Procedures  1 2 3 4	hrvestigate chance processes and develop, use, and evaluate probability models.  7.39.8c  8. Find probabilities of compound events using organized lists, tables, tredisgrams, and simulation.  c. Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question. If 40% of donors have typ A blood what is the probability that it will take at least 4 donors to find one with type A blood?	Title of Instructional Materials:  SP  Summary and documentation of how the domain, cluster, and standard amount. Citie examples from the materials.  Important Mathematical Ideas  1 2 3 4
ATHEMATICS: GRADE 7 – STATISTICS AND PROBABILITY – 7.3 vestigate chance processes and develop, use, and evaluate obability models.  8P.8b Find probabilities of compound events using organized lists, tables, tree dagrams, and simulation.  b. Represent sample spaces for compound events using methods such as organized lists, tables and tree dagrams. For an event described in everylay language (e.g., Yolling obbits lists?), literatly the	Tritle of Instructional Materials:  SP  Summary and documentation of how the dornein, cluster, and standard are met. Cite examples from the materials.  Important Mathematical Ideas  1 2 3 4  Mathematical Relationships  1 2 3 4	hrvestigate chance processes and develop, use, and evaluate probability models.  7.88.8c  8. Find probabilities of compound events using organized lists, tables, tradingerms, and simulation.  c. Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question. If 40% of donors have typ A blood, what is the probability that it will take at least 4 donors to	Title of Instructional Materials:  SP  Summary and documentation of how the domain, cluster, and standard an met. Cite examples from the materials.  Important Mathematoral Ideas  1 2 3 4  Mathematical Relationships  2 3 4
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MATHEMATICS: GRADE 7 - STATISTICS AND PROBABILITY -		MATHEMATICS: GRADE 7 - STATISTICS AND PROBABILITY - 7.S	
Draw informal comparative inferences about two populations.	Summary and documentation of from the domain, cluster, and standard are	Investigate chance processes and develop, use, and evaluate	Summary and documentation of how the domain, chrater, and standard are
7.SP.4	met. Cite examples from the materials	probability modefs. 7.SP.6	met. Cite examples from the materials.
the measures of center and measures of variability for numerical data	Important Mathematical Ideas	Understand that the probability of a chance event is a number between 0	Important Mathematical Ideas
from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a	1 2 3 4	and 1 that expresses the likelihood of the event occurring. Larger numbers	1 2 / 3 \ 4
seventh-grade science book are generally longer than the words in a cha-	ter /	indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely,	
of a fourth-grade science book.	Skills and Procedures	and a probability near 1 indicates a likely event.	Skills and Procedures
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1010	Mathematical Relationships		Mathemetical Relationships
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MATHEMATICS: GRADE 7 — STATISTICS AND PROBABILITY — Investigate chance processes and develop, use, and evaluate	Reviewed By: Title of Instructional Materials:  SP  Summary and documentation of how the domain, cluster, and standard are	MATHEMATICS: GRADE 7 – STATISTICS AND PROBABILITY – 7.5	Tide of Instructional Materials:  P  Summary and documentation of how the domain, cluster, and standard an
MATHEMATICS: GRADE 7 — STATISTICS AND PROBABILITY —  nvestigate chance processes and develop, use, and evaluate processes and develop.	Reviewed By:  Tide of Instructional Materials: .SP  Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.	MATHEMATICS: GRADE 7 – STATISTICS AND PROBABILITY – 7.8 Investigate chance processes and develop, use, and evaluate probability models.	Reviewed By:  Fide of Instructional Materials:
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Investigate chance processes and develop, use, and evaluate probability models.  7.59.6  Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability for example, when rolling in number cube 600 times, predict it a 3 or 6 would be rolled roughly 200 times, but probabily not exactly 200 times.	Reviewed By:  Tirlo of Instructional Materials:  SBP  Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.  Unportant Mathematical Ideas  Unportant Mathematical Ideas  Sidis and Procedures  Sidis and Procedures  Summery / Justification / Evisionce	Investigate chance processes and develop, use, and evaluate probability models.  7.8P.7a  7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.  a. Develop a uniform probability model by sestiphing equal probabilities of events for example, if a student is selected at random from a class. And the probability that Jane will be selected and the probability that Jane will be selected.	Summary and documentation of how the domain, cluster, and standard armet. Cite examples from the materials.  Important Mathematical Ideas  Skirts and Procedures  1 2 3 9  Summary fluistification   Evidence
MATHEMATICS: GRADE 7 – STATISTICS AND PROBABILITY — investigate chance processes and develop, use, and evaluate probability models. 7.SP.S  Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. For example, when rolling a number cube 600 times, predict it a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times  Indicate the chapter(s), section(s), and/or page(s) reviewed.	Reviewed By:  Tirlo of Instructional Materials:  SBP  Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.  Unportant Mathematical Ideas  Unportant Mathematical Ideas  Sidis and Procedures  Sidis and Procedures  Summery / Justification / Evisionce	Investigate chance processes and develop, use, and evaluate probability models.  7.8P.7s  7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.  a. Develop a uniform probability model by assigning equal probability is all outcomes, and use the model to determine probabilities of events for example, if a student is selected at random from a class. find the probability that lane will be selected and the probability that a girl will be selected.	Summary and documentation of how the domain, cluster, and standard armet. Cite examples from the materials.  Important Mathematical Ideas  Skirts and Procedures  1 2 3 9  Summary fluistification   Evidence
Investigate chance processes and develop, use, and evaluate probability models.  7.59.6  Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability for example, when rolling in number cube 600 times, predict it a 3 or 6 would be rolled roughly 200 times, but probabily not exactly 200 times.	Reviewed By:  Tirlo of Instructional Materials:  SBP  Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.  Unportant Mathematical Ideas  Unportant Mathematical Ideas  Sidis and Procedures  Sidis and Procedures  Summery / Justification / Evisionce	Investigate chance processes and develop, use, and evaluate probability models.  7.8P.7a  7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.  a. Develop a uniform probability model by sestiphing equal probabilities of events for example, if a student is selected at random from a class. And the probability that Jane will be selected and the probability that Jane will be selected.	Summary and documentation of how the domain, cluster, and standard an met. Cite examples from the materials.  Important Mathematical Ideas  Skits and Procedures  1 2 3 4  Summary fluistification   Evidence
Investigate chance processes and develop, use, and evaluate probability models.  7.59.6  Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability for example, when rolling in number cube 600 times, predict it a 3 or 6 would be rolled roughly 200 times, but probabily not exactly 200 times.	Reviewed By:  Tirlo of Instructional Materials:  SBP  Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.  Unportant Mathematical Ideas  Unportant Mathematical Ideas  Sidis and Procedures  Sidis and Procedures  Summery / Justification / Evisionce	Investigate chance processes and develop, use, and evaluate probability models.  7.8P.7a  7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.  a. Develop a uniform probability model by sestiphing equal probabilities of events for example, if a student is selected at random from a class. And the probability that Jane will be selected and the probability that Jane will be selected.	Summary and documentation of how the domain, cluster, and standard an met. Cite examples from the materials.  Important Mathematical Ideas  Skits and Procedures  1 2 3 4  Summary fluistification   Evidence
INVESTIGATION OF THE PROBABILITY INVESTIGATE CHARGE PROCESSES and develop, use, and evaluate probability models.  I.SPS Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the a 3 or 6 would be rolled roughly 200 times, but probabily not exactly 200 times.	Reviewed By:  Tirlo of Instructional Materials:  SBP  Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.  Unportant Mathematical Ideas  2 3 4  Sidis and Procedures  1 2 3 4  Mathematical Relatioships  1 2 3 4  Summery / Justification / Evisionce  Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Investigate chance processes and develop, use, and evaluate probability models.  7.8P.7a  7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.  a. Develop a uniform probability model by sestiphing equal probabilities of events for example, if a student is selected at random from a class. And the probability that Jane will be selected and the probability that Jane will be selected.	Summary and documentation of how the domain, cluster, and standard armot. Cite examples from the resterials.  Important Mathematical Ideas  Skits and Procedures  Mathematical Reliabonships  Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

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Mathematics Course 3

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	MATHEMATICAL PRACTICES	Chapter/Section/Page				Summary/ Justificati on/Eviden ce	Missing pieces	Overall Rating
	1. Make sense of problems and persevere in solving them.	CD ROM Provided with m	ultiple example:	S				4
	2. Reason abstractly and quantitatively.	CD ROM Provided with m						4
	3. Construct viable arguments and critique the reasoning of others.	CD ROM Provided with m	ultiple example	S				4
	4. Model with mathematics.	CD ROM Provided with m	ultiple example	S				4
	5. Use appropriate tools strategically.	CD ROM Provided with m	ultiple example	S				4
	6. Attend to precision.	CD ROM Provided with m	ultiple example	S				4
	7. Look for and make use of structure.	CD ROM Provided with m	ultiple example:	S				4
	8. Look for and express regularity in repeated reasoning.	CD ROM Provided with m	ultiple examples	S				4
		Chapter/Section/ Page	Important Math Ideas	Skills and Procedur	Math		Missing portions of Standards	Overall Rating
	Know that there are numbers that are not rational, and approximate them by rational numbers.		A	1	100	1 M		
8.NS.1	Know that numbers that are not rational are called irrational.  Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeates eventually, and convert a decimal expansion which repeats eventually into a		rate	Jup	P	Sa	to	2
8.NS.2	Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions		Hall	A PER	de ()	Pr.	The wa	Del
8.EE	EXPRESSIONS AND EQUATIONS	300	Jan M	200	1	1	Winy	P
	Work with radicals and integer exponents.	WA	N VU	THE STATE OF THE S	100	TIM	W	
8.EE.1	Know and apply the properties of integer exponents to generate equivalent numberical expressions.	70	1	1 At	m	MA		
			/	0	-/ 1	1 / 1	11 -1	

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Title of Instructional Materials:

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### Documenting Alignment to the Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence



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	Reviewed By:
Documenting Alignment to the Standards for Mathematical Practice	Title of Instructional Materials:
2. Reason abstractly and quantitatively.	
on problems involving quantitative relationships: the ability to on the representing symbols as if they have a life of their own, with needed during the manipulation process in order to probe into the	d their relationships in problem situations. They bring two complementary abilities to bear decontextualize—to abstract a given situation and represent it symbolically and manipulate hout necessarily attending to their referents—and the ability to contextualize, to pause as the referents for the symbols involved. Quantitative reasoning entails habits of creating a units involved; attending to the meaning of quantities, not just how to compute them; and ad objects.
Indicate the chapter(s), section(s), or page(s) reviewed.	Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):
Summary/Justification/Evidence	Overall Rating  1

Hold
d results in constructing arguments. They able to analyze situations by breaking to others, and respond to the arguments in which the data arose. Mathematically c or reasoning from that which is flawed, increte referents such as objects, drawings, nade formal until later grades. Later, guments of others, decide whether they
n are missing or not well developed in the

	Reviewed By:	
Documenting Alignment to the Standards for Mathematical Practice	Title of Instructional Materials:	Hold

4. Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence



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Title of Instructional Materials:
en solving a mathematical problem. These tools might include pencil and paper, concrete algebra system, a statistical package, or dynamic geometry software. Proficient ade or course to make sound decisions about when each of these tools might be helpful, example, mathematically proficient high school students analyze graphs of functions assible errors by strategically using estimation and other mathematical knowledge. In enable them to visualize the results of varying assumptions, explore consequences, and to varying assumptions. They are able to identify relevant external mathematical resources, or solve problems. They are able to use technological tools to explore and deepen their
Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):
Overall Rating  1 2 3 4

Documenting Alignment to the	Tirle of Instructional Materials:
Standards for Mathematical Practice  6. Attend to precision.	
Mathematically proficient students try to communicate precise reasoning. They state the meaning of the symbols they choose specifying units of measure, and labeling axes to clarify the express numerical answers with a degree of precision appropriate the communication of the communi	sely to others. They try to use clear definitions in discussion with others and in their own e, including using the equal sign consistently and appropriately. They are careful about correspondence with quantities in a problem. They calculate accurately and efficiently, riate for the problem context. In the elementary grades, students give carefully formulated of they have learned to examine claims and make explicit use of definitions.
Indicate the chapter(s), section(s), or page(s) reviewed.	Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):
Summary/Justification/Evidence	Overall Rating
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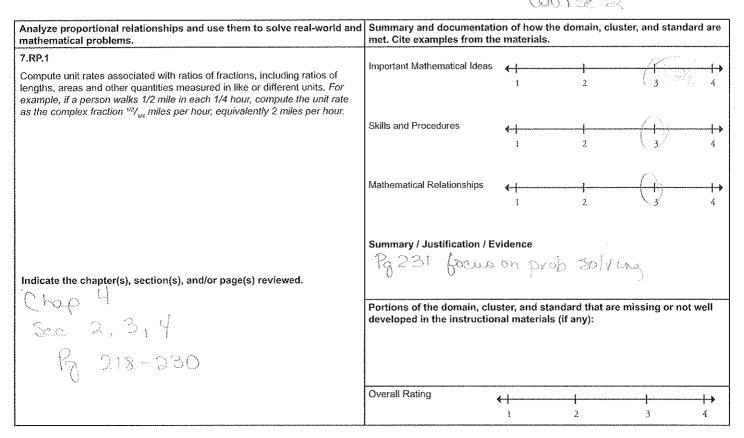
	Reviewed By:
Documenting Alignment to the Standards for Mathematical Practice	Title of Instructional Materials:
7. Look for and make use of structure.	
the same amount as seven and three more, or they may sort a collection of $7 \times 8$ equals the well remembered $7 \times 5 + 7 \times 3$ , in preparation for learning can see the 14 as $2 \times 7$ and the 9 as $2 + 7$ . They recognize the significance auxiliary line for solving problems. They also can step back for an overv	ructure. Young students, for example, might notice that three and seven more is of shapes according to how many sides the shapes have. Later, students will see ing about the distributive property. In the expression $x^2 + 9x + 14$ , older students see of an existing line in a geometric figure and can use the strategy of drawing an riew and shift perspective. They can see complicated things, such as some algebraic for example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square numbers $x$ and $y$ .
Indicate the chapter(s), section(s), or page(s) reviewed.	Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):
Summary/Justification/Evidence	Overall Rating  1 2 3 4

12

Reviewed By:
Title of Instructional Materials:
Hook both for general methods and for shortcuts. Upper elementary students evaluations over and over again, and conclude they have a repeating decimal. By her points are on the line through $(1,2)$ with slope 3, middle school students might y terms cancel when expanding $(x-1)(x+1)$ , $(x-1)(x^2+x+1)$ , and on of a geometric series. As they work to solve a problem, mathematically the details. They continually evaluate the reasonableness of their intermediate
Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):
Overall Rating  1 2 3 4

Title of Instructional Materials: Holy Me Dauge Mathematics

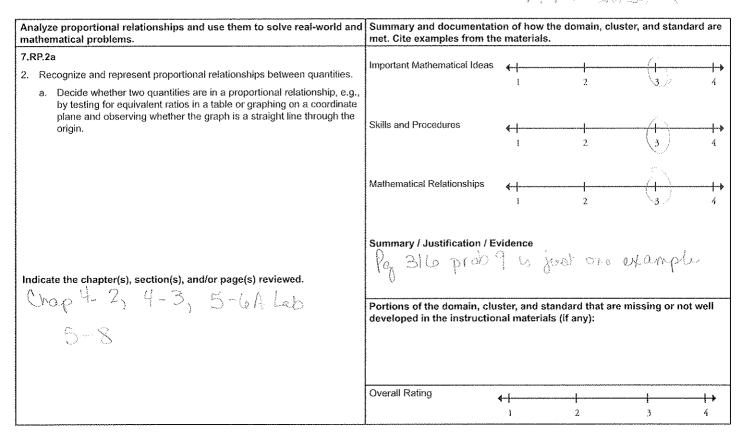
#### MATHEMATICS: GRADE 7 - RATIOS AND PROPORTIONAL RELATIONSHIPS - 7.RP



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# Title of Instructional Materials: Magall Little

## MATHEMATICS: GRADE 7 - RATIOS AND PROPORTIONAL RELATIONSHIPS - 7.RP



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Analyze proportional relationships and use them to solve real-world and mathematical problems.	Summary and documentation of how the domain, cluster, and stand met. Cite examples from the materials.					lard are
<ul><li>7.RP.2b</li><li>2. Recognize and represent proportional relationships between quantities.</li></ul>	Important Mathematical Ideas	<b>4-</b>		3	—— <b> →</b>	
<ul> <li>b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.</li> </ul>	Skills and Procedures	<b>4∤</b> 1	2	<del>- (</del> 1)	<del>}</del>	
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Mathematical Relationships	<del>4  </del>	2		—— <b>→</b>	
	Summary/Justification/E Little waki Lopte 5 but	vidence ルンスよく っ.①)	ing tall	Server S	laz	
	Portions of the domain, clu developed in the instruction			e missing or no	t well	
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Title of Instructional Materials:

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MATHEMATICS: GRADE 7 - RATIOS AND PROPORTIONAL RELAT	ONSHIPS – 7.RP					
Analyze proportional relationships and use them to solve real-world and mathematical problems.	nd Summary and documentation of how the domain, cluster, and standard. Cite examples from the materials.				dard are	
7.RP.2c			į			
2. Recognize and represent proportional relationships between quantities.	Important Mathematical Ideas	4	<del>-</del>	<del>-</del>		
<ul> <li>Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at</li> </ul>		ı	2 2½	3	4	
a constant price p, the relationship between the total cost and the number of items can be expressed as $t = pn$ .	Skills and Procedures	4	<u> </u>		<b></b>	
· · · · · · · · · · · · · · · · · · ·		1	2 2 %	3	4	
	Mathematical Relationships	<del> </del>			<del></del>	
		1	2 2 b	3	4	
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E					
	Portions of the domain, clu developed in the instructio			missing or n	ot well	
	Overall Rating	<del></del>		3	—— <del>  →</del>	
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MATHEMATICS: GRADE 7 – RATIOS AND PROPORTIONAL RELATI	ONSHIPS – 7.RP						
Analyze proportional relationships and use them to solve real-world and mathematical problems.	d Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.						
7.RP.2d					***************************************		
2. Recognize and represent proportional relationships between quantities.	Important Mathematical Ideas	4-		$-\left( \frac{1}{2}\right) -$			
d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points		Ĭ	2	\_32	4		
(0, 0) and (1, <i>r</i> ) where <i>r</i> is the unit rate.	Skills and Procedures	<u> </u>					
		1	2	3	4		
	Mathematical Relationships	<b>.</b>					
		1	2	3	4		
	Summary / Justification / Ev	/idence					
Indicate the chapter(s), section(s), and/or page(s) reviewed.							
Met 12	Portions of the domain, clud developed in the instruction	nal materials (	if any):	re missing or no	t well		
	6 307 Leb	5-6A					
	Overall Rating	<del></del>	·	<del>-/i)</del>	<del></del>		
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Reviewed By:

MATHEMATICS: GRADE 7 – RATIOS AND PROPORTIONAL RELATI	ONSHIPS – 7.RP	S;		77 79 79 79 79 79 79 79 79 79 79 79 79 7		
Analyze proportional relationships and use them to solve real-world and mathematical problems.	Id and Summary and documentation of how the domain, cluster, and st met. Cite examples from the materials.					
7.RP.3	[					
Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.	Important Mathematical Ideas	1	2	3.	<del> -</del> >	
	Skills and Procedures	4				
		1	2	3	4	
	Mathematical Relationships	4-1		/.		
		1	2	<u>\</u>	4	
	Summary / Justification / Evidence  Reconsists to the state of the sta					
Indicate the chapter(s), section(s), and/or page(s) reviewed.	) 1 % We o	nd) c	6-7.	DEprt		
Chap 6 -5, 6-6,6-7	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):					
	percent enun	100				
	Overall Rating	1	2		4	

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Reviewed By:

ר	itle of Instructional Material	s:	·····		
MATHEMATICS: GRADE 7 – THE NUMBER SYSTEM – 7.NS					
Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	Summary and documentati met. Cite examples from th		ne domain, clus	ster, and star	idard are
7.NS.1a					257
<ol> <li>Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</li> </ol>	Important Mathematical Ideas	1	2	3	<del></del>
a. Describe situations in which opposite quantities combine to make	Skills and Procedures		,		7.0
<ol><li>For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.</li></ol>	Skiis and Procedures	4	7)	3	
bolitating all oppository charges.		1	2	3	1-41°
					Z"\
	Mathematical Relationships	<del> </del>			<del>-(+)</del>
		1	2	3	4
	Summary / Justification / E				,
	Exaller Pal	10 401	wheek	, Opening	liony)
Indicate the chapter(s), section(s), and/or page(s) reviewed.		*	Ų.	\	
Chop 1, 2, 3	Portions of the domain, clu	ster, and sta	andard that are	missing or r	ot well
Odd int Shap 3	developed in the instruction			<b>3</b>	
Substitute Story work					
	Overall Rating	······································			7.X
	S FOR GREEN TOWNING	1	2	<del></del>	<del>(   •   •   •   •   •   •   •   •   •   </del>
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Ti	tle of Instructional Materials	s:		~~~	
MATHEMATICS: GRADE 7 – THE NUMBER SYSTEM – 7.NS					
Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	Summary and documentation met. Cite examples from the			iter, and stand	lard are
7.NS.1b	Important Mathematical Ideas	4	<u> </u>		
Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.		1	2	3	4
b. Understand $p + q$ as the number located a distance $ q $ from $p$ , in the positive or negative direction depending on whether $q$ is positive or	Skiils and Procedures	<del></del>			<del></del>
negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.		Ì	4	3	4
real world contexts.	Mathematical Relationships	<u>«-l</u>			
		1	\\2/	3	4
	Summary / Justification / Ev				
Indicate the chapter(s), section(s), and/or page(s) reviewed.	This ones	ho d	to pup	plimes	ti of
	Portions of the domain, cluded developed in the instruction			missing or no	t well
	Overall Rating	4-1			

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	Summary and documentation of how the domain, cluster, and standard met. Cite examples from the materials.				
7.NS.1c  1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.	Important Mathematical Ideas	1	2	1 1 4	
c. Understand subtraction of rational numbers as adding the additive inverse, $p-q=p+(-q)$ . Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.	Skills and Procedures	1	2	1 ( 1 4	
	Mathematical Relationships	1	2	3 4	
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence				
Chap 2-3, 2-4, 3-5	Portions of the domain, cludeveloped in the instruction	,		missing or not well	

Overall Rating

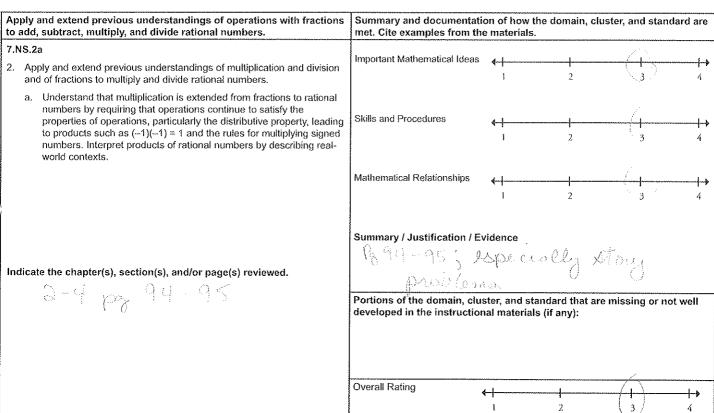
Reviewed By:

Title of Instructional Materials:

The Charles A. Dana Center

T	itle of Instructional Materials	s:			
MATHEMATICS: GRADE 7 – THE NUMBER SYSTEM – 7.NS					
Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	Summary and documentation met. Cite examples from the		e domain, clu	ster, and stand	dard are
7.NS.1d	Land of the state			. 1	
Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.	Important Mathematical Ideas	1	2	3	4
d. Apply properties of operations as strategies to add and subtract	Skills and Procedures			. 1	
rational numbers.	Skills and Procedures	4			
		)	2	3	4
	Mathematical Relationships	<del>«</del> -			
		1	2	3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / En Lloca properto	vidence	Aobsc	Iquali.	oxa Oxa
Mil na Dey na	······		~~~~~ <u>~~~~~~~~~~~~~</u>	~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	<del></del>
a horizontal or vertical number line diagram.  d. Apply properties of operations as strategies to add and subtract rational numbers.	Portions of the domain, cludeveloped in the instruction	,		missing or no	ot well
	Overall Rating	<u> </u>			

Reviewed By:	
Title of Instructional Materials:	
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Title of Instructional Materials:								
MATHEMATICS: GRADE 7 – THE NUMBER SYSTEM – 7.NS								
Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	Summary and documentation of how the domain, cluster, and standard ar met. Cite examples from the materials.							
7.NS.2b	Important Mathematical Ideas	4	L					
<ol><li>Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</li></ol>	I I I I I I I I I I I I I I I I I I I	1	2	3	4			
<ul> <li>Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor)</li> </ul>				y.*				
is a rational number. If $p$ and $q$ are integers, then $-(p/q) = (-p)/q = p/(-q)$ . Interpret quotients of rational numbers by describing real-world contexts.	Skills and Procedures	ł –	2	3.	4			
	Mathematical Relationships	<del></del>		<del></del>	<del>}</del>			
		1	2	3 /	4			
	Summary / Justification / En	vidence						
Chap & wa 4	Portions of the domain, clu developed in the instruction			e missing or no	t well			
	Overall Rating	<del>4                                    </del>		3.	<del> -&gt;</del> 4			

Reviewed By:	
Title of Instructional Materials:	***************************************

#### MATHEMATICS: GRADE 7 - THE NUMBER SYSTEM - 7.NS

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	ns Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				
<ul><li>7.NS.2c</li><li>2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</li></ul>	Important Mathematical Ideas	1	2	3	4
<ul> <li>Apply properties of operations as strategies to multiply and divide rational numbers.</li> </ul>	Skills and Procedures	<del>(                                     </del>	2		<del> -&gt;</del> 4
	Mathematical Relationships	1	2	3	— <b>↓→</b> 4
Indicate the chapter(s), section(s), and/or page(s) reviewed. 人ののへ。 3~9~~~)	Summary / Justification / Ex				
	Portions of the domain, clus developed in the instruction			e missing or not	well
	Overall Rating	<del>                                     </del>	2		— <del>  →</del> 4

	Reviewed By:	
	Title of Instructional Materials:	
NIO.		

#### MATHEMATICS: GRADE 7 -- THE NUMBER SYSTEM -- 7.NS

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.  Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.					are
Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.	Important Mathematical Ideas	1	2	3)	<b>- →</b> 4
<ul> <li>d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.</li> </ul>	Skills and Procedures	<b>∜−</b>   1	2	(3)	<b>-</b>  → 4
	Mathematical Relationships	1 .	2	3/	- <b>- &gt;</b>
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E	vidence 53 a 2 )			
Reson 2-10	Portions of the domain, clu developed in the instruction	•		sing or not we	;ll
	Overall Rating	<del></del>	2	<del>1)  </del>	<b>→</b>

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	Summary and documentati met. Cite examples from th			ıster, and standa	ard are
<b>7.NS.3</b> Solve real-world and mathematical problems involving the four operations with rational numbers. <sup>1</sup>	Important Mathematical Ideas	1	2	3.7	<del> →</del>
	Skills and Procedures	<del>(                                     </del>	2	3	<del> -&gt;</del>
	Mathematical Relationships	<b>←</b> 1	2		<del> -&gt;</del>
Computations with rational numbers extend the rules for manipulating fractions to complex fractions.  Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E				
3-3, 2-4, 2-5 3-3, 3-4, 3-7, 3-1, 3-10	Portions of the domain, clu developed in the instructio			e missing or not	well
	Overall Rating	<del></del>	2		<del></del>

Title of Instructional Materials:

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	Reviewed By:	
	Title of Instructional Materials:	
AATHEMATICS: CRADE 7 - EYPRESSIONS AND FOHATIONS -	7 FF	

## Use properties of operations to generate equivalent expressions. met. Cite examples from the materials. 7.EE.1 Important Mathematical Ideas Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. Skills and Procedures Mathematical Relationships Summary / Justification / Evidence G40 #27

Indicate the chapter(s), section(s), and/or page(s) reviewed.

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Even though bearn 1. 8 is well developed it is mot continued through the development.

Summary and documentation of how the domain, cluster, and standard are

Overall Rating

Use properties of operations to generate equivalent expressions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				lard are
7.EE.2	Important Mathematical Ideas		•	7.0	1.
Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, $a + 0.05a = 1.05a$ means that "increase by 5%" is the same as	этропан машетакса кеаѕ	1	2	3	<del> -</del> ≯ 1
"multiply by 1.05."	Skills and Procedures	4-1			
		1	2	3	4
				(	
<b>7.EE.2</b> Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, $a + 0.05a = 1.05a$ means that "increase by 5%" is the same as	Mathematical Relationships	1	2	3.	<del></del> →
	Summary / Justification / Ex		<sub>&amp;.</sub> 29	***************************************	
	Portions of the domain, clu developed in the instruction	ster, and stan	dard that ar		ot well
	Overall Rating	<b>√- </b>	2	1)	<del></del>

Title of Instructional Materials:

	itle of Instructional Materials	s:			
MATHEMATICS: GRADE 7 – EXPRESSIONS AND EQUATIONS – 7.6	EE				
Solve real-life and mathematical problems using numerical and algebraic expressions and equations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				
7.EE.3					
algebraic expressions and equations.  7.EE.3  Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets at 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50 for a new salary of \$27.50. If you want to place a towel bar 9 3/4 inches los in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check the exact computation.	Important Mathematical Ideas	1	2 (3) 4		
calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and	Skills and Procedures	4	4 4		
10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar 9 3/4 inches long	2.50, s long the	1	2 3/ 4		
bar about 9 inches from each edge; this estimate can be used as a check on		4	† † † † † † † † † † † † † † † † † † †		
Indicate the chapter(s), section(s), and/or page(s) reviewed. $(a-3) + (a-1)$	Summary / Justification / Ev	ster, and standard			
	Overall Rating	1 2			

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Solve real-life and mathematical problems using numerical and algebraic expressions and equations.	Summary and documentation of how the domain, cluster, and standard met. Cite examples from the materials.					
7.EE.4a  4. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.	important Mathematical Ideas	1	2	3	<del>(1)</del>	
a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$ , where $p$ , $q$ , and $r$ are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations	Skills and Procedures	<del>{                                     </del>	2	3	—(1) (4)	
used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?	Mathematical Relationships	1	2	3	4)	
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E	leopona 14th y			of well	
	Portions of the domain, cludeveloped in the instruction			missing or n	ot weii	
	Overall Rating	<del>                                      </del>	2	3	<del>(1)</del>	

Title of Instructional Materials:

olve real-life and mathematical problems using numerical and Igebraic expressions and equations.	Summary and documentation met. Cite examples from the		domain, clus	ster, and stand	lard are
.EE.4b			78		
<ul> <li>Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</li> </ul>	Important Mathematical Ideas	1	2	3	<del> -</del> ≯ 4
the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and	Skills and Procedures	1	1 2	3	<del> </del> →
	Mathematical Relationships	<b>←</b>	2	3	<del> -</del> >
	Summary / Justification / Evidence				
ndicate the chapter(s), section(s), and/or page(s) reviewed.	Pg 723 example 3				
127	Portions of the domain, clus developed in the instruction	nal materials (i	f any):	•	
	Overall Rating	4-1			

Title of Instructional Materials:

Reviewed By:	
Title of Instructional Materials:	

Draw, construct, and describe geometrical figures and describe the relationships between them.	Summary and documentation met. Cite examples from the			ster, and stand	lard are
7.G.1	Important Mathematical Ideas	4 1	4	$-\langle . \rangle$	1.
Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.	anportant wathematical Meas	1	2	3	
	Skills and Procedures	<b>4</b>	2	<del>\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\</del>	<del> →</del> 4
	Mathematical Relationships	<b>4- </b>	2		<del> -&gt;</del>
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Ev		Panyo	r Go	Jan.
4-10	Portions of the domain, clu developed in the instruction			e missing or no	t well
				4	
	Overall Rating	<b>4-</b>	2	3	<del> -&gt;</del> 4

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Reviewed By:	
Title of Instructional Materials:	ALLOCATION AND AND AND AND AND AND AND AND AND AN

Draw, construct, and describe geometrical figures and describe the relationships between them.	Summary and documentation met. Cite examples from the		e domain, clu	uster, and standa	ırd are
7.G.2  Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a	Important Mathematical Ideas	1	2		<del> </del> >
unique triangle, more than one triangle, or no triangle.	Skills and Procedures	<b>∢-∤</b>	2	<del>- (</del> 1/3) -	<b> -</b> ->
	Mathematical Relationships	<b>← </b>	2	(i_3)	<del>{ </del> → 4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence				
	Portions of the domain, cludedeveloped in the instruction			e missing or not	well
	Overall Rating	<b>∢</b>	2		—————————————————————————————————————

Reviewed By:	
Title of Instructional Materials:	

Draw, construct, and describe geometrical figures and describe the relationships between them.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
7.G.3	Important Mathematical Ideas
Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.	2 3 4
	Skills and Procedures  1 2 3 4
	Mathematical Relationships  1 2 3 4
	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.	
10-1 Extension	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	The fort this 1000 of oftenous. It exists it could be overlarked.
	Overall Rating  1 2 3 4

Reviewed By:	
Title of Instructional Materials:	

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#### MATHEMATICS: GRADE 7 - GEOMETRY - 7.G

cumentation es from the		the domain, cluste	er, and star	ndard are
ntical Ideas	<b>.</b>			
	1	2	3	4
res	<del></del>	2	3	<del>(</del>
tionships	<del>                                     </del>	2	3	- (1) 4
ication / Ev		varuety	4) P	wole
omain, clus instruction		standard that are m als (if any):	nissing or I	not well
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-	4	<del>{ </del>	1 2	<b>←                                    </b>

Reviewed By:	
Title of Instructional Materials:	

Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.	Summary and documentati met. Cite examples from the			ster, and sta	ndard are
7.G.5	Important Mathematical Ideas	4.1		1	
Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.	Important wallands accept	1	2	3	
	Skills and Procedures	<b>*</b>	2		——————————————————————————————————————
		1	Z.	ð	
	Mathematical Relationships	<del>(  </del>			<del>-(-)</del> •
		1	2	3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence				
	Portions of the domain, clu developed in the instructio	ister, and st nal material	andard that are is (if any):	missing or	not well
	Overall Rating	4		<del> </del>	<b>(</b> )

Reviewed By:	
Title of Instructional Materials:	

Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.					
7.G.6	Important Mathematical Ideas 4	. 1		ſ	Λ <sup>°</sup>	
Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.	important matternation treas	1	2	3	4	
	Skills and Procedures	<del>∢  </del>	2	3	( <del> </del> 4	
	Mathematical Relationships	<del>{-}</del>	2	3	<del>- (</del>	
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	Chop 9 /C	hap i	1)			
	Overall Rating	<del></del>				

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Use random sampling to draw inferences about a population.	Summary and documentation met. Cite examples from the			ster, and stand	dard are
7.SP.1	Important Mathematical Ideas	4.3			4
Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.		1	2	3	(4)
	Skills and Procedures	<b>4∤</b>	2	3	<del></del>
	Mathematical Relationships	<b>←-</b>	<del>-</del>		-

Summary / Justification / Evidence

developed in the instructional materials (if any):

2

3

Portions of the domain, cluster, and standard that are missing or not well

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Overall Rating

Indicate the chapter(s), section(s), and/or page(s) reviewed.

Use random sampling to draw inferences about a population.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.						
7.SP.2	Important Mathematical Ideas						
Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or	Important Mattiernation toeas	1	(2)	.3	4		
simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school	Skills and Procedures	<b>«</b>					
election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.		1	\2 ;	3	4		
	Mathematical Relationships	<del>(                                     </del>	<del>- (+</del>	<del></del>	<del> -&gt;</del>		
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence  Textorol Corrections  Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):						
	Overall Rating		$-\left(\frac{1}{2}\right)$	3	<b>→</b>		

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Reviewed By:

Draw informal comparative inferences about two populations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.						
7.SP.3	Important Mathematical Ideas						
Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For	important ivatilematicas ideas	1	2	3	4		
example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.	Skills and Procedures	1	2	3	4		
	Mathematical Relationships	1	2	3	4		
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E	vidence					
	Portions of the domain, clu developed in the instruction			missing or	not well		
		·····					
	Overall Rating	1	2	3	4		

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Reviewed By:

Title of Instructional Materials:

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	Title of Instructional Materials	S:
MATHEMATICS: GRADE 7 - STATISTICS AND PROBABILITY - 7	7.SP	
Draw informal comparative inferences about two populations.	Summary and documentation met. Cite examples from the	on of how the domain, cluster, and standard are e materials.
7.SP.4	Important Mathematical Ideas	
Use measures of center and measures of variability for numerical data	important wathernation sucas	4-1

T.SP.4

Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.

Indicate the chapter(s), section(s), and/or page(s) reviewed.

	Reviewed By:				
	Title of Instructional Materials:				
MATHEMATICS: GRADE 7 - STATISTICS AND PROBABILITY - 7.SP					

Investigate chance processes and develop, use, and evaluate probability models.	summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.					
7.SP.5  Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers	Important Mathematical Ideas	1	2	3	4	
indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.	Skills and Procedures	1	2	3	4	
	Mathematical Relationships	4-1	2	<del></del>	4	
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E	vídence				
	Portions of the domain, clu developed in the instructio	ster, and st nal materia	andard that are ls (if any):	missing or	not well	
	Overall Rating			····-		
		1	2	3	4	

	Reviewed By:	
	Title of Instructional Materials:	
AATHEMATICS, COADE 7 STATISTICS AND DOORADII ITV 7	GD G	

Investigate chance processes and develop, use, and evaluate probability models.	Summary and documentation met. Cite examples from the		e domain, clu	ster, and standa	ard are
7,SP.6	Important Mathematical Ideas	4			
Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the		1	2	(3)	4
probability. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.	Skills and Procedures	<del></del>	2		<del> →</del>
	Mathematical Relationships	<del>&lt;  </del>	2		<del> &gt;</del>
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Ex	vidence			
	Portions of the domain, clu developed in the instruction	•		e missing or not	well
	Overall Rating	<del></del>	<del></del>	1 3	

	Reviewed By:	
	Title of Instructional Materials:	
NATHEMATICS: GRADE 7 - STATISTICS AND PROBABILITY - 7	SP	

#### Summary and documentation of how the domain, cluster, and standard are Investigate chance processes and develop, use, and evaluate met. Cite examples from the materials. probability models. 7.SP.7a Important Mathematical Ideas 7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. a. Develop a uniform probability model by assigning equal probability to Skills and Procedures all outcomes, and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected. Mathematical Relationships Summary / Justification / Evidence ( Jho. 0 1) Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating 2 3 ì

Investigate chance processes and develop, use, and evaluate probability models.		Summary and documentation of how the domain, cluster, and standard are					
		met. Cite examples from th	e materials	,			
7.SP.7b		Important Mathematical Ideas	4.1	£			
7.	Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.	Important watte values in table	1	2	3	4	
	b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?	Skills and Procedures	<b>←</b>	2	3	<del>(1)</del>	
		Mathematical Relationships	1	2	3	<del></del>	
		Summary / Justification / E	vidence				
In	dicate the chapter(s), section(s), and/or page(s) reviewed.	Chap II					
		Portions of the domain, clu developed in the instructio			missing or n	ot well	

Title of Instructional Materials:

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Overall Rating

		Reviewed By:	
		Title of Instructional Materials:	
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#### MATHEMATICS: GRADE 7 - STATISTICS AND PROBABILITY - 7.SP

Investigate chance processes and develop, use, and evaluate probability models.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.		
7.SP.8a     8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.	Important Mathematical Ideas	2 (3) 4	
Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.	Skills and Procedures	2 3 4	
	Mathematical Relationships 4	$\begin{array}{c c} & & & \downarrow \\ \hline & 2 & & \begin{pmatrix} 1 & & \downarrow \\ 3 & & 4 \end{pmatrix} \end{array}$	
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence		
	Portions of the domain, cluster, and st developed in the instructional materia		
	Overall Rating	$\begin{array}{c c} & & & \\ \hline & & & \\ \end{array}$	

	Reviewed By:	
	Title of Instructional Materials:	
SATURNATION COADE 7 STATISTICS AND DOORADII ITV 7	ep.	

Investigate chance processes and develop, use, and evaluate probability models.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.			idard are	
<ul><li>7.SP.8b</li><li>8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</li></ul>	Important Mathematical Ideas	<del>(                                     </del>	2	3	4
b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.	Skills and Procedures	!	2	3	<del>\</del> \(\frac{1}{4}\)
	Mathematical Relationships	1	2	3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence				
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):				
	Overall Rating	1	2	3	<b>→</b> 4

Reviewed By:	
Title of Instructional Materials:	

## MATHEMATICS: GRADE 7 - STATISTICS AND PROBABILITY - 7.SP

Investigate chance processes and develop, use, and evaluate probability models.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				
7.SP.8c  8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.	Important Mathematical Ideas	1	(1) 2)	3	4
c. Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?	Skills and Procedures	<del>(                                     </del>		3	4
	Mathematical Relationships	1		3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence Requires TI or computers				
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):				
	Overall Rating	<b>4-</b> [1		3	4